

TABLE OF CONTENTS

2023-2024 Catalog

Programs of Study

Indiana Wesleyan University at a Glance

Founded: 1920

Denominational Affiliation: The Wesleyan Church

Mission: Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship and leadership.

President: Jon Kulaga, Ph.D.

Enrollment: With over 12,000 students, Indiana Wesleyan University is the largest member of the Council for Christian Colleges and Universities (CCCCU) and the largest private college in the state of Indiana (based on enrollment).

Retention Rate: 79% (first-time freshmen, bachelor's seeking undergraduates, Fall 2017 cohort)

Graduation Rate: 71% (first-time freshmen, bachelor's seeking undergraduates, Fall 2011 cohort)

Accreditation: Higher Learning Commission (see accreditation (p. 10) for complete listing)

Learning Modalities: IWU serves a diverse student population through traditional residential education, online education, and seminary education.

Rankings: IWU is consistently ranked in the top tier of Midwest Regional Universities in “Best Colleges” published by U.S. News and World Report. U.S. News and World Report also commonly reports IWU as an “A+ School for B Students” and a “Best Value School.”

Academic Units: The Indiana Wesleyan University structure is built upon three principal academic units, each led by a Vice President for Academic Affairs:

The College of Arts and Sciences

- *School of Arts and Humanities*
 - Division of Art + Design
 - Division of Modern Language, Literature and Communication
 - Division of Music + Theatre
- *School of Physical and Applied Sciences*
 - Division of Behavioral Sciences
 - Division of Mathematics, Engineering, Computer Science
 - Division of Natural Science
- *School of Professional Studies*
 - DeVoe Division of Business
 - Division of Social Sciences
 - School of Teacher Education
- *School of Theology and Ministry*

- *School of Nursing and Health Sciences*
 - Division of Pre-licensure Nursing
 - Division of Health and Human Performance
 - Doctorate of Physical Therapy
 - Occupational Therapy Doctorate
- *John Wesley Honors College*

College of Adult and Professional Studies

- *DeVoe School of Business, Technology and Leadership*
 - Division of Business
 - Division of Technology
 - Division of Leadership & Followership Studies
- *School of Integrated Learning and Development*
 - Division of Graduate and Advanced Licensure Programs
 - Division of Undergraduate and Initial Licensure Programs
 - Division of Liberal Arts
- *School of Integrated Health*
 - Division of Behavioral and Health Sciences
 - Division of Counseling
 - Division of Nursing - Post-licensure, Master's and Doctoral

Wesley Seminary at Indiana Wesleyan University: Wesley Seminary was established in 2009 as the first seminary of The Wesleyan Church, providing innovative educational opportunities for ministry professionals. The Master of Arts in Ministry, Master of Divinity and Doctor of Ministry programs offer unprecedented accessibility to ministerial education for working adult students.

Education and Service Centers: IWU currently offers classes at the following education centers and in other locations throughout the region.

Indiana

Fort Wayne

Greenwood

Indianapolis North

Kokomo

Marion

Merrillville

Online Courses: IWU offers a wide range of degree programs in online format.
<http://www.indwes.edu/Admissions/Online/Online-Delivery/>

Kentucky

Florence

Louisville

Ohio

Cincinnati

Cleveland (Independence)

Dayton

Education Centers

INDIANA**Fort Wayne Education Center**

8211 West Jefferson Boulevard

Fort Wayne, Indiana 46804

260-918-1212

Fax: 260-918-1219

<http://www.indwes.edu/Fort-Wayne/>**Greenwood Education Center**

1500 Windhorst Way

Greenwood, Indiana 46143

317-859-3101

Fax: 317-859-3105

<http://www.indwes.edu/Greenwood/>**Indianapolis Education Center North**

3777 Priority Way South Drive

Indianapolis, Indiana 46240

317-574-3980

Fax: 317-818-4883

<http://www.indwes.edu/Indianapolis-North/>**Kokomo Education Center**

1916 East Markland Avenue

Kokomo, Indiana 46901

765-868-7305

Fax: 765-319-7884

<http://www.indwes.edu/Kokomo/>

Marion Education Center

1900 West 50th Street

Marion, Indiana 46953

765-677-2652

<http://www.indwes.edu/Marion/>

Merrillville Education Center

8415 Georgia Street

Merrillville, Indiana 46410

219-769-5100

Fax: 219-769-5104

<http://www.indwes.edu/Merrillville/>

KENTUCKY

Florence Education Center

600 Meijer Drive, Suite 200

Florence, Kentucky 41042

859-372-8780

Fax: 859-372-8790

<http://www.indwes.edu/Florence/>

Louisville Education Center

1500 Alliant Avenue

Louisville, Kentucky 40299

502-261-5000

Fax: 502-261-5009

<http://www.indwes.edu/Louisville/>

OHIO

Cincinnati Education Center

9286 Schulze Drive

West Chester, Ohio 45069

513-881-3600

Fax: 513-881-3616

<http://www.indwes.edu/Cincinnati/>

Cleveland Education Center

4100 Rockside Road

Independence, Ohio 44131

216-525-6160

Fax: 216-525-6169

<https://www.indwes.edu/adult-graduate/locations/cleveland/>

Dayton Education Center

2912 Springboro West Road

937-298-4430

Fax: 937-298-4406

Moraine, Ohio 45439

<https://www.indwes.edu/adult-graduate/locations/dayton/>

Communication with the University

College of Adult and Professional Studies

Address:

Indiana Wesleyan University
College of Adult and Professional Studies
1886 West 50th Street
Marion, Indiana 46953-9393
<http://www.indwes.edu/Academics/CAPS>
<http://myIWU.indwes.edu>
(current students)

Administration:

Vice President for Academic Affairs, CAPS
765-677-1569

College of Arts and Sciences

Address:

Indiana Wesleyan University
College of Arts and Sciences
4201 South Washington Street
Marion, Indiana 46953-4974
<http://www.indwes.edu/Academics/CAS>
<https://myiwu.indwes.edu> (current students)

General Information:

Switchboard
765-674-6901; 866-GO-TO-IWU
geninfo@indwes.edu

Administration:

The Academic Affairs Office
765-677-2493

Wesley Seminary

Address:

Indiana Wesleyan University
Wesley Seminary
4201 South Washington Street
Marion, Indiana 46953-4974
<http://seminary.indwes.edu>

<http://myIWU.indwes.edu>
(current students)

Administration:

Wesley Seminary, Vice-President of Academic Affairs
765-677-1241

Institutional Learning Outcomes

Mission: Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing students in character, scholarship, and leadership.

Indiana Wesleyan University has three Institutional Learning Outcomes (ILOs) that align with our mission and are shared across all university curricular and cocurricular programs and general education curriculum. The following ILOs were approved by Faculty Senate on May 9, 2023.

1. *Students will demonstrate behaviors consistent with Christlike character.*
2. *Students will utilize the skills of scholarship to address complex issues for the benefit of others.*
3. *Students will engage effective leadership abilities in service to others.*

Statement of Faith

Indiana Wesleyan University is an institution of The Wesleyan Church, an evangelical Protestant denomination with more than 500,000 constituents in over 4,300 churches and missions around the world. The denomination's world headquarters is located in the Indianapolis suburb of Fishers, Indiana. Founded in 1968 from the mergers of several like-minded groups dating back as far as 1843, The Wesleyan Church has its roots in John Wesley's Methodism.

Although students from Wesleyan churches are a key constituency of IWU, more than 80 Christian denominations and other non-Christian faiths are represented each year in the student body. Students are not required to be Christians to enroll at IWU, but all employees are confessing Christians who are in alignment with The Wesleyan Church's doctrinal positions (as outlined in the Articles of Religion) and who agree with the following Statement of Faith:

- We believe in God the Father, the Son, and the Holy Spirit.
- We believe that Jesus Christ, The Son, suffered in our place on the cross, that He died but rose again, and that He now sits at the Father's right hand until He returns to judge all men at the last day.
- We believe in the Holy Scriptures and the inspired and inerrant Word of God.
- We believe that by the grace of God every person has the ability and responsibility to choose between right and wrong, and that those who repent of their sin and believe in the Lord Jesus Christ are justified by Faith.
- We believe that God not only counts the believer as righteous, but that He makes him righteous, freeing him of sin's dominion at conversion, purifying his heart by faith and perfecting him in love at entire sanctification, and providing for his growth in grace at every stage of his spiritual life, enabling him, through the presence and power of the Holy Spirit, to live a victorious life.

Accreditation

Indiana Wesleyan University is accredited by the ...

1. Higher Learning Commission (HLC); 230 South LaSalle Street, Suite 7-500, Chicago, IL 60604; phone: 312-263-0456 and 1-800-621-7440; <http://www.hlcommission.org> (Institution)

In addition,

1. Accreditation Council for Business Schools and Programs (ACBSP); 11520 West 119th St, Overland Park, KS 66213; 913-339-9356; <https://www.acbsp.org/>. (Business)
2. Accreditation Council for Occupational Therapy Education (ACOTE); 6116 Executive Boulevard, Suite 200, North, Bethesda, MD. 20852-4929; 301-652-2682; <https://www.acoteonline.org> (Occupational Therapy)
3. American Music Therapy Association (AMTA); 8455 Colesville Road, Suite 1000, Silver Spring, MD 20910; phone: 301-589-3300; <https://www.musictherapy.org/>. (Music Therapy)
4. Association of Theological Schools Commission on Accrediting (ATS); 10 Summit Park Drive, Pittsburgh, PA 15275-1110; phone: 412-788-6505; <https://www.ats.edu/>. (Seminary programs)
5. Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE); 112 South Alfred Street, Alexandria, VA 22314-3016; phone: 703-253-0473; <https://www.coamfte.org/> (Marriage and Family Counseling/Therapy)
6. Commission on Accreditation in Physical Therapy Education (CAPTE); 3030 Patomac Ave, Suite 100, Alexandria, VA 22305-3085; phone: 800-999-2782; <https://www.capteonline.org/> (Physical Therapy)
7. Commission on Accreditation of Allied Health Education Programs (CAAHEP); 9355 113th St. N, #7709, Seminole, FL 33775; phone: 727-210-2350; <https://www.caahep.org/>. (Exercise Science)
8. Commission on Accreditation of Athletic Training Education (CAATE); 2001 K Street NW, 3rd Floor North, Washington DC 20006; phone: 512-733-9700; Toll Free: 844-GO-CAATE (844-462-2283) <https://www.caate.net/>. (Athletic Training)
9. Commission on Collegiate Nursing Education (CCNE); 655 K Street NW, Suite 750, Washington, DC 20001; phone: 202-887-6791; <http://www.ccneaccreditation.org>. (Nursing)
10. Council for Accreditation of Counseling and Related Educational Programs (CACREP); 1001 North Fairfax Street, Suite 510, Alexandria, VA 22314; phone: 703-535-5990; <https://www.cacrep.org/>. (Counseling: Clinical Mental Health Counseling; School Counseling)
11. Council for the Accreditation of Educator Preparation (CAEP), formerly National Council for Accreditation of Teacher Education (NCATE); 1140 19th St NW, Suite 400, Washington, DC 20036; phone: 202-223-0077; <http://caepnet.org/>. (Teacher Education)
12. National Association for the Education of Young Children (NAEYC), 1401 H Street NW, Suite 600, Washington, DC 20005; phone: 202-232-8777; <https://www.naeyc.org/>. (Early Childhood Education)
13. Council on Social Work Education (CSWE); 1701 Duke Street, Suite 200, Alexandria, VA 22314; phone: 703-683-8080; <https://www.cswe.org/>. (Social Work)
14. National Addiction Studies Accreditation Commission (NASAC); Canal Center Plaza, Suite 301, Alexandria VA 22314; phone: 800-548-0497; <https://nasacaccreditation.org/>. (Clinical Addictions Counseling)
15. National Association of Schools of Music (NASM); 11250 Roger Bacon Drive, Suite 21, Reston, VA 20190-5248; phone: 703-437-0700; <https://nasm.arts-accredit.org/>. (Music)

The university has approvals from the Indiana Department of Education, Indiana State Board of Nursing, Kentucky Council on Postsecondary Education and Ohio Board of Regents. The university is a member of NC-SARA, the National Council for State Authorization Reciprocity Agreements, and has approvals or exemptions from all states from which it enrolls online students.

Nondiscrimination in University Programs

Indiana Wesleyan University is committed to equal opportunity in employment and education. Indiana Wesleyan University admits students and employs individuals of any race, sex, color, disability or national or ethnic origin. These have access to all the rights, privileges, programs, and activities generally made available to students or employees at the university. Indiana Wesleyan University does not discriminate on the basis of race, sex, color, national or ethnic origin, disability, age or marital status in the administration of its educational policies, scholarship and loan programs, athletic, and other administered programs. Inquiries or complaints should be addressed on the appropriate form to the Office of the Chief Academic Officer.

Academic Freedom

Students and faculty of the academic community that forms Indiana Wesleyan University are encouraged to explore and discuss ideas freely and fully and also to be fully responsible to the university mission, seeking to integrate all aspects of a Christian

worldview under the Lordship of Jesus Christ. Faith mandates and illuminates learning; and learning clarifies and expands faith.

Right Reserved to Change

The right is reserved to change any of the rules and regulations of the University at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and impose or increase fees is similarly reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those already enrolled in the University.

Disability Services

IWU is committed to providing equal access to students with disabilities. Further information related to specific processes for seeking assistance and services can be located on the Student Portal page.

Students who believe that they have experienced discrimination on the basis of a disability can seek resolution by following the steps as outlined in the Grievance and Appeal Policy (Non-academic).

Records, Rights and Privacy

The university complies with the Family Educational Rights and Privacy Act of 1974 and as it appears in final form in June 1976, with subsequent amendments. This law protects the rights of students to review their own records and to challenge any of the content of the record. Students may request access to their records from the following offices:

1. Permanent grade records (transcripts) for all students are kept in the Marion Campus Registrar's Office.
2. Records are maintained by the Registrar's Office, the Office of Student & Faculty Support Services, the Accounting Offices, and the Offices of Financial Aid.

The law also protects students from the unlawful disclosure of information about their academic performance, personal campus discipline, or financial status.

The law allows the disclosure of five classes of "directory information" as follows:

1. Name, address, telephone number, dates of attendance, and class.
2. Previous institution(s) attended, major field of study, awards, honors, degree(s) conferred, including dates.
3. Past and present participation in officially recognized sports and activities, physical factors (height and weight) of athletes, date and place of birth.
4. Schedule of classes.
5. Photograph.

A student may request in writing that one or all of the five categories of directory information be restricted from publication. In no case will grade, discipline, or financial information be disclosed except in keeping with the law.

Requests are filed with either the Registrar's Office or the Office of Student & Faculty Support Services.

Student Address/Email Information

Change of Name and/or Address

A student's official academic record reflects the name, address, telephone number, and other information the student submitted at the time they applied to IWU. Students who desire to change this information in their academic record may submit a request to the Registrar's Office along with acceptable legal documentation supporting the request.

IWU Student Email Accounts

Upon acceptance, students are given an IWU student e-mail account. This is the only account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

Safety Policies and Campus Crime Statistics

IWU Safety Policies can be accessed at <https://www.indwes.edu/about/student-consumer-information/safety> and includes crime statistics on certain reportable crimes, as well as policies concerning alcohol and drug use, crime reporting and prevention, sexual assault and other related matters. Anyone wishing a paper copy of the policies may contact the Office of Campus Police at 765-677-2497.

Drug Abuse Prevention

Drug abuse in the United States has become a major problem, and students at Indiana Wesleyan University are not immune. If you need assistance with a drug abuse problem, we encourage you to seek help at your local community drug abuse prevention center. To talk to someone in a strictly confidential atmosphere, please feel free to contact The Center for Student Success (765-677-2257) at our Marion campus. All conversations are private and will not affect your attendance at the university.

If you would like to talk to someone outside Indiana Wesleyan University, please feel free to call the following number, or a hospital or treatment center in your area:

1. Substance Abuse & Mental Health Services Administration, 5600 Fishers Lane, Rockville, MD 20857, 800-662-HELP (4357), TTY, 800-487-4889 or www.findtreatment.gov.

Alcohol, Illegal Drugs, and Firearms

Alcoholic beverages, illegal drugs, and firearms are not permitted on Indiana Wesleyan University premises, including rented classrooms and any building or parts of buildings owned or operated by Indiana Wesleyan University. Refusal to comply may result in dismissal from the university.

Tobacco Usage Prohibited

Students are to refrain from using tobacco products (including but not limited to cigarettes, e-cigarettes, vaping, etc.) in all Indiana Wesleyan University classrooms, including rented classrooms and any building or parts of buildings owned or operated by Indiana Wesleyan University. Refusal to comply may result in dismissal from the university.

Technology - Acceptable Use Policy

Indiana Wesleyan University (IWU) provides technology systems for the purposes of educating university students, promoting academic research, communicating with university constituents, and administering the daily business of IWU. It is the desire of IWU that technology systems provided by the university be used in a manner that reflects the goals and mission of Indiana Wesleyan. These policies have been established to promote an environment that is safe and secure for all constituents and encourage students to act in a professional and responsible manner.

Technology Equipment:

Technology equipment provided by the university is the property of IWU, and as such IWU retains the right to remove, reallocate, or change equipment at its discretion. No information residing on any computer hardware owned by IWU should be considered private and therefore is subject to review by university staff.

Reporting abuses of technology equipment is expected as it assists the university in providing functional equipment and services to the IWU community.

Computer and Network Access:

Students shall not access files or retrieve any digitally stored information unless authorized to do so. Students shall not attempt to gain access to any entity via electronic means without authorization. Examples of activities that are inappropriate include; attempting to gain unauthorized access to computers or networks owned and or operated by another person or group; and use of an account on a shared computer or network other than the one assigned to the user.

Internet Usage:

Inappropriate use of the Internet to access sites such as pornography, gambling, illegal downloads of content, and hate speech is outside of legitimate academic research and is therefore prohibited. IWU monitors and filters all internet activity conducted on university equipment and systems and will, at its discretion, use evidence gathered for disciplinary actions if necessary.

Email:

1. Email account creation / account termination

- Email accounts are created when a student enrolls for classes at IWU. The accounts are maintained while the student is actively taking classes.
- Accounts will be terminated for inappropriate use, after graduation, or termination of their enrollment.

2. Accessing email

- Email access is achieved via a university supported Web browser. These include MS Explorer, Firefox, and Safari.
- Only users for which an email account has been created are approved to use the Indiana Wesleyan University email system.
- Students are required to protect their user name and password and NEVER share this confidential information.
- Students should never allow someone else to use their email account for sending or receiving email unless under direct supervision of them. By granting access, the student assumes responsibility of any and all activities of the guest user.

3. Proper and Ethical Use of Email

- The email system exists to enhance the communication abilities of the Indiana Wesleyan University community. It should be used for purposes that enhance communication and reflect our desire to be Christ-like.
- Appropriate Content
 - At any time and without prior notice, Indiana Wesleyan University administration reserves the right to examine email, personal file directories and other information stored on Indiana Wesleyan University computers. This examination helps to ensure compliance with internal policies, supports the performance of internal investigations and assists with the management of Indiana Wesleyan University information systems. As such, the Vice President for Information Technology or any of his/her assigned representatives may monitor the content of email. Use of the email system constitutes acceptance of such monitoring.
 - This policy should be read and interpreted in conjunction with all other Indiana Wesleyan University policies including but not limited to policies prohibiting harassment, discrimination, offensive conduct or inappropriate behavior. Students are expressly prohibited from using email for any unethical purposes, including but not limited to pornography, violence, gambling, racism, harassment or any illegal activity. Further, transmitting any message that may be perceived as containing derogatory, obscene, profane, lewd, harassing or inflammatory images or remarks about an individual or group's race, color religion, national origin, age, disability, gender or other protected class status is strictly prohibited, and is subject to corrective action.
 - Indiana Wesleyan University reserves the right to use email filtering/spam blocking technologies in an effort to minimize unsolicited bulk email. As a result, there may be instances where legitimate email may be inadvertently blocked or quarantined. In such cases, the office of Information Technology will make every effort to correct those situations.

4. Email messages cannot be considered private and may be monitored by university personnel. Such messages may be subject to disclosure to outside third parties, including the court system and law enforcement agencies, under certain circumstances. Please be aware that email messages are not encrypted and can be viewed by anyone with the intention, ability, and equipment to do so.

Copyright:

Students are responsible to comply with copyright laws and applicable licenses that apply to software, files, documents, messages and other material they wish to download or copy. Proprietary materials belonging to entities other than the student should not be transmitted on the university's email system or via the university's Internet connection. All students obtaining access to any material prepared or created by another company or individual must respect any attached copyrights and may not copy, retrieve, modify or forward such copyrighted materials, except with written permission of the lawful owner. Students receiving electronic files via the Indiana Wesleyan University's email system or Internet connection should ensure the sender is the lawful owner or has obtained the necessary license.

Use of Indiana Wesleyan University Identity:

The Indiana Wesleyan University name, seal, logo, telephone numbers or address are reserved for official university business and may not be used for any other purpose including electronically (fax, Internet, etc.) in advertising or for non-university sponsored events without explicit written permission.

Exclusive Property:

All equipment, services and technologies provided to students as part of Indiana Wesleyan University's computer system constitute the exclusive property of Indiana Wesleyan University. Similarly, all information composed, transmitted, received or stored via the IWU computer system is also considered the property of Indiana Wesleyan University. As such, all stored information is subject to disclosure to management, law enforcement and other third parties, with or without notice to the student.

Policy Remedies:

Individuals found to be in violation of any part of the policy will be subject to disciplinary action up to and including dismissal from the university. Any known or suspected violations of this or any other university policy should be reported immediately to the office of the Vice President for Student Development and the Vice President for Information Technology.

Responsible Conduct of Research

Indiana Wesleyan University is committed to the highest level of integrity and ethical behavior in the development, implementation, collection, evaluation, and dissemination of information related to research. Indiana Wesleyan University is also committed to the avoidance of research misconduct. The University follows the codes established by the Office of Research Integrity (ORI), the Office of Human Research Protections (OHRP), and the Office of Laboratory Animal Welfare (OLAW), and provides education to students, personnel, and research affiliates on the codes and practices of Responsible Conduct of Research and on the consequences of misconduct as per appropriate principal academic unit policies.

Non-Academic Appeal Policy

A student may seek recourse from any university non-academic program or employment-related dispute or alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, or other state or federal legislation.

A student who wishes to file such an appeal must first contact the person or department concerned to resolve the dispute informally. Such contact must occur within 30 days of the incident that generates the dispute.

All non-academic grievance and appeals will be reported to the human resource department. Since the appeal process is a private university administrative process, legal counsel or representation is not appropriate.

The complainant will be notified of results throughout the process.

Honesty, Cheating, Plagiarism and Forgery

Academic dishonesty is inconsistent with scholarship and the pursuit of knowledge and Christian character. Thus, Indiana Wesleyan University expects students to be honest in all academic work and with all university records. Incidents of cheating, plagiarism, falsification of any university documents or any other dishonest action will be investigated and judged by the appropriate academic leader. It is the responsibility of each student to be aware of policies regulating academic conduct including definitions of academic dishonesty, the possible sanctions, and the appeals process.

Coursework

Students are expected to exhibit honesty in the classroom, whether onsite or online, in homework and on quizzes and tests. Each instructor should define what constitutes honest work in a specific course. Any deviation from ordinary standards, such as the permitted use of notes for an examination or an “open book” test, should be stated clearly by the instructor.

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise. Examples of cheating include:

1. Submitting work for academic evaluation that is not the student’s own.
2. Copying answers from another student during an examination.
3. Using prepared notes or materials during an examination.
4. Utilizing unauthorized applications during an examination.
5. Permitting another student to copy one's work.
6. Plagiarism – see below for definition
7. Falsification.
8. Other misrepresentations of academic achievement submitted for evaluation or a grade.
9. The submission of papers or other work that one has submitted in a previous class or classes without appropriate citation and/or permission of the instructor.
10. Facilitating the academic dishonesty of others. Examples include, but are not limited to, uploading work to a tutoring website or sharing work with friends, roommates, and classmates.

The *Publication Manual of the American Psychological Association*, (7th, 2020) indicates “Plagiarism is the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit they are due, whether deliberate or unintentional, plagiarism violates ethical standards in scholarship” (p. 254). Students must not take credit for work that is not their own. Plagiarism is a moral, ethical and legal offense.

Examples of plagiarism include, but are not limited to:

1. Copying another person's or program's actual words without the use of quotation marks, source citation, or footnotes.
2. Presenting another person's or program's ideas or theories in your own words without citing the source.
3. Failing to acknowledge contribution and collaboration from others or artificial intelligence (AI) programs.
4. Using information that is not common knowledge without citing the source.
5. Submitting downloaded papers or parts of papers, "cutting and pasting," or paraphrasing or copying information from Internet sources without proper acknowledgment of a source. This includes copying from artificial intelligence (AI) and predictive text programs.
6. Submitting papers acquired or purchased from another individual or organization.
7. Submitting an original paper or work completed for one course to meet the requirements for another course (self-plagiarism as per the 7th edition of the APA manual, p. 256).

Sanctions

Because the matter of cheating cumulatively leads to dismissal, faculty are required to report each case to the appropriate university administrators who in turn reports the case to the academic leader of the specific college/school. Evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

Any student apprehended and charged with cheating, including plagiarism, during his or her college matriculation, shall receive the following discipline:

1. First incident of cheating: no credit (i.e., no points given) in paper, assignment, or exam.
2. Second incident of cheating: failure in the course involved.
3. Third incident of cheating: dismissal from the university.

4. Students in any programs or courses are expected to understand clearly the nature of cheating and are subject to dismissal from the university for any egregious act of academic dishonesty or cheating, without the need to follow the steps listed above.
5. Discovery of any dishonest action for students who have been awarded an IWU degree may result in rescinding of said degree without the need to follow the steps listed above.

A student who is not satisfied with the disciplinary action may follow the grievance and appeal policies of the appropriate academic unit.

University Records: Falsifying or forging any university record or using unauthorized access to any university system is considered a dishonest action and is subject to review and possible sanctions. Incidents of such will be investigated and judged by the appropriate academic leader. It is the responsibility of each student to be aware of policies regulating academic conduct including definitions of academic dishonesty, the possible sanctions, and the appeals process.

Falsification of Academic Records or University Documents: Falsification of academic records or documents includes but is not limited to altering any documents affecting academic records; forging signatures; or falsifying information of an official document such as a grade report, ID card, financial receipt, or any other official university letter or communication. This includes information downloaded (printed) from student information available via Web (online) services.

Unauthorized Access to Computerized Academic or Administrative Records or Systems: Unauthorized access to computerized academic or administrative records or systems means viewing or altering the university's computer records without authorization; copying or modifying the university's computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; or interfering with the use or availability of computer systems information.

Students who are found to have falsified university documents or participated in unauthorized access to computerized academic or administrative records or systems are subject to the following sanctions:

Sanctions:

1. Dismissal from the university for a single incident.
2. Discovery of any dishonest action for students who have been awarded an IWU degree may result in rescinding of said degree.
3. The university may consider legal action for any individual found to have participated in these actions.

A student who is not satisfied with the disciplinary action may follow the grievance and appeal policies of the appropriate academic unit.

Revocation Policy

A degree may be revoked by the University if information comes to light which, if known at the time the degree was awarded, would have resulted in a determination that the Degree should not be conferred. The bases for a degree revocation include, but are not limited to, misconduct by students, including fraud, dishonesty, or falsification, or unauthorized altering of information of a student record including in an official University Student information system.

Transcripts

The student's official transcript is prepared by the Indiana Wesleyan University Registrar's Office and will show the course, grade, credit and dates of instruction for each course, placing them in the appropriate academic levels of undergraduate, graduate, or doctoral. Requests for transcripts of coursework at Indiana Wesleyan University must conform to the Privacy Act of 1974, which requires that all transcript requests be submitted through the ordering service with the student's signature, for protection of the student's confidentiality. A transcript is official only when it bears the university seal.

It is university policy not to release a transcript if the student has any financial holds on their record or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$10.00 fee is charged for each electronic transcript. Additional fees will apply to transcripts that are sent via mail or FedEx. Payment must be provided, along with a complete address to which the transcript is to be delivered. Please provide a current address if request is to be sent to student's home. Transcript

requests can be accessed by visiting <http://www.indwes.edu/Academics/Registrar/Transcript> and submitting the request through Parchment.

Enrollment Limitations

Students may only be full-time enrolled in one IWU college due to financial and academic credit implications and may not switch back and forth between the term and non-term programs. Specific guidelines must be met prior to enrolling in courses in various colleges. Thorough review with Financial Aid and Student Account Services offices as well as advisors and Office of Student & Faculty Support Services or Registration & Academic Services should be made before pursuing this option. Students who plan to change from programs and degrees in one college to programs and degrees in another should carefully examine the ability to apply courses from one program to another. Please visit the Office of Student & Faculty Support Services and Registration & Academic Services for more information.

Policy on Academic Credentials and Programs

This policy applies to all academic units of the university. It is of interest to all faculty, academic administrators, program directors, and staff of the office of the University Registrar.

Indiana Wesleyan University awards academic credentials (degrees and certificates) to students who complete defined programs of study. Each credential is defined in terms of a set of essential learning outcomes, which may include discipline-specific and general education outcomes, as well as credit-hour and other specifications. Each program of study for a particular credential maps the credential learning outcomes to a series of credit-bearing courses. Student performance in each course, credit-hours earned in each course, and credentials awarded are transcribed by the University Registrar.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credit-hours may be shared between academic credentials awarded concurrently, within the following boundaries. Credentials earned concurrently must be awarded concurrently – students must apply for all credentials appropriate to their current matriculation prior to conferral and credentials reflecting coursework solely from prior matriculation will not be added to the transcript.

1. The student must fulfill all of the requirements for any credential awarded.
2. Credit-hours may be shared between a major and a minor, as long as the minor includes at least 15 unique credit-hours unshared with any other major or minor.
3. Credit-hours may be shared between two minors, as long as each minor includes at least 15 unique credit-hours unshared with any other major or minor.
4. Credit-hours may be shared between two undergraduate majors as long as there are 51 unique (unduplicated) credit hours between the two majors.
5. Credit-hours may be shared between two graduate majors or specializations as long as two thirds of the credit-hours in each major or specialization are unique (unduplicated).
6. Up to three credit hours may be shared between:
 - a. certificate and a minor
 - b. a certificate and a concentration/specialization
 - c. two certificates
 - d. two specializations/concentrations
7. Unlimited credit-hours may be shared between a certificate and a major (undergraduate or graduate) as long as the certificate and the major do not share the same name. Exceptions to this provision for specific certificates and majors may be published in the catalog. Check degree program requirements for eligibility for combining the major with specific certificates.
8. Two distinct undergraduate degrees (associate's and/or bachelor's) may be conferred together as long as each degree includes at least 25% unique (unshared) credit-hours. Each degree must have a unique, stand-alone major.

9. Two distinct graduate degrees (master's, specialist, and/or doctoral) may be conferred together as long as each degree includes at least 50% unique (unshared) credit-hours. Each degree must have a unique, stand-alone major.
10. An undergraduate and a graduate degree may be conferred together as long as 75% of the credit-hours of each degree are unique (unshared). See the related Undergraduate and Graduate Credit Crossover Policy.

A major, minor, or specialization/concentration may be added to a previously awarded baccalaureate or graduate degree. The student must complete all of the course requirements for the major, minor, or specialization/concentration and a minimum of nine new credit-hours must be earned. New general education requirements need not be met to post an additional major, minor, or specialization/concentration to a previously awarded undergraduate degree. Students adding a major, minor, or specialization/concentration are not eligible to participate in commencement ceremonies again. The additional major, minor, or specialization/concentration will be posted to the transcript only on one of the university conferral dates.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credit-hours applied to a previously-awarded IWU academic credential may be applied, without surrender of the prior credential, to another IWU academic credential within the following boundaries.

1. The student must fulfill all of the requirements for any credential awarded.
2. For credit-hours from a prior IWU academic credential to be applied to a second IWU academic credential, the second academic program must be started within ten years of the awarding of the first credential. Exceptions must be approved by the dean (or equivalent) of the school sponsoring the academic program of the second credential. Individual academic programs may specify more strict credit-age limits if warranted by the discipline.
3. Credit-hours from a previously-awarded undergraduate certificate may be applied to fulfill the requirements of an associate's degree or a bachelor's degree.
4. Up to 3 credit-hours from a previously-awarded undergraduate certificate may be applied to fulfill the requirements of a different undergraduate certificate.
5. Up to 6 credit-hours from a previously-awarded associate's degree or bachelor's degree may be applied to fulfill the requirements of an undergraduate certificate.
6. Credit-hours from a previously-awarded associate's degree may be applied to fulfill the requirements of a different associate's degree, as long as the new associate's degree has at least 25% unique credit-hours.
7. Credit-hours from a previously-awarded associate's degree may be applied to fulfill the requirements of a bachelor's degree.
8. Credit-hours from a previously-awarded bachelor's degree may be applied to fulfill the requirements of a different bachelor's degree, as long as the new bachelor's degree has at least 25% unique credit-hours.
9. Credit-hours from a previously-awarded bachelor's degree or undergraduate certificate may be applied to fulfill the requirements of a master's degree, limited by the provisions of the Undergraduate and Graduate Credit Crossover Policy.
10. Up to 3 credit-hours from a previously-awarded graduate certificate or post-master's certificate may be applied to fulfill the requirements of a different graduate or post-master's certificate.
11. Credit-hours from a previously-awarded graduate certificate or post-master's certificate may be applied to fulfill the requirements of a master's degree.
12. Credit-hours from a previously-awarded graduate certificate or post-master's certificate may be applied to fulfill the requirements of a specialist degree.
13. Credit-hours from a previously-awarded graduate certificate or post-master's certificate may be applied to fulfill the requirements of a doctor's degree.
14. Credit-hours from a previously-awarded master's degree, specialist degree, or doctor's degree may be applied to fulfill up to 1/3 of the requirements of a graduate or post-master's certificate.
15. Credit-hours from a previously-awarded master's degree may be applied to fulfill the requirements of a different master's degree, as long as the new master's degree has at least 50% unique credit-hours.
16. Credit-hours from a previously-awarded master's degree may be applied to fulfill the requirements of a specialist degree, as long as the specialist degree has at least 50% unique credit-hours.

17. Credit-hours from a previously-awarded master's degree may be applied to fulfill the requirements of a doctor's degree, as long as the doctor's degree has at least 50% unique credit-hours.
18. Up to 6 credit-hours from a previously-awarded specialist degree may be applied to fulfill the requirements of a master's degree.
19. Credit-hours from a previously-awarded specialist degree may be applied to fulfill the requirements of a different specialist degree, as long as the new specialist degree has at least 50% unique credit-hours.
20. Credit-hours from a previously-awarded specialist degree may be applied to fulfill the requirements of a doctoral degree, as long as the doctoral degree has at least 50% unique credit-hours.
21. Up to 6 credit-hours from a previously-awarded doctor's degree may be applied to fulfill the requirements of a master's degree or specialist degree.
22. Credit-hours from a previously-awarded doctor's degree may be applied to fulfill the requirements of a different doctor's degree, as long as the new doctor's degree has at least 50% unique credit-hours.

Transfer of Credit Policy

Recognized academic credentials and academic credit-hours earned outside of IWU may be used to fulfill the entrance requirements and/or course requirements for IWU academic programs and may provide advanced standing entry into IWU academic programs within the following boundaries.

The University Registrar is responsible for approving the transferability of all credit-hours. Credit-hours accepted in transfer are recorded as part of the student's official academic record, but quality points and grades are omitted. Grades from transfer courses are not included in IWU GPA calculations except in determining honors for baccalaureate degrees. IWU is not permitted to release received transcripts, test scores, or other academic documents to the student or any other party. All credit-hours are accepted as semester credit-hours; quarter credit-hours are converted to semester credit-hours using a two-thirds conversion ratio.

Credit is granted for undergraduate course work with a satisfactory grade ("C" or above) in a 100-level or higher course, or for graduate course work with a satisfactory grade ("B" or above) in a 500-level course or higher, taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). Currently this includes the following accrediting agencies:

- Accreditation Commission for Education in Nursing (ACEN)
- Association for Biblical Higher Education (ABHE)
- Association of Advanced Rabbinical and Talmudic Schools (AARTS)
- Association of Theological Schools Commission on Accrediting (ATS)
- Distance Education Accreditation Commission (DEAC)
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACS-COC)
- Transnational Association of Christian Colleges and Schools (TRACS)
- Western Association of Schools and Colleges – Accrediting Commission for Community and Junior Colleges (WASC–ACCJC)
- Western Association of Schools and Colleges – Senior College and University Commission (WASC–SCUC)

IWU also receives credit from schools accredited by agencies recognized by the International Council for Evangelical Theological Education:

- Africa: Association for Christian Theological Education in Africa (ACTEA)
- Asia: Asia Theological Association (ATA)
- Caribbean: Caribbean Evangelical Theological Association (CETA)
- Europe: European Council for Theological Education (ECTE)
- Euro-Asia: Euro-Asian Accrediting Association (E-AAA)
- Latin America: Association for Evangelical Theological Education in Latin America (AETAL)
- Middle East and North Africa: Middle East-North Africa Association for Theological Education (MENATE)
- North America: Association for Biblical Higher Education (ABHE)

No more than 75% of the requirements for an IWU undergraduate degree or certificate and no more than 50% of the coursework in the major may be satisfied by transfer. Any culminating project (capstone, research, thesis, etc.), clinical, or practicum requirement associated with a degree or certificate program must be taken at Indiana Wesleyan University. No more than 35% of a graduate degree or certificate program may be satisfied by transfer credit. Graduate credit-hours graded credit/no credit or pass/fail at another institution may not be transferred unless approved by the academic unit. Transfer credit-hours applied to the major curriculum of the academic program must be academically current as determined by the academic unit and may be restricted by the academic unit based on curricular considerations or the requirements of programmatic accreditation. Individual academic units may specify exceptions as appropriate for their respective disciplines or accrediting bodies.

Transcripts from international institutions may need to be sent to an external agency for evaluation and determination of transferable credit-hours, degrees, and GPA. If this external review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.

Indiana Wesleyan University accepts credit through official transcripts from the American Council on Education (ACE) and the National College Credit Recommendation Service (NCCRS). ACE and NCCRS evaluate and provide credit recommendations for educational offerings for a significant number of corporate universities and other learning providers.

Credit through examination (CLEP, DSST, AP, institutional examinations) or assessed learning is not accepted in transfer from another institution. Credit through examination is awarded by Indiana Wesleyan University with official test scores from an official testing center. Credit from nontraditional learning by life experience is awarded through the IWU's assessed learning process.

Courses from non-accredited colleges and universities and from schools/colleges/universities not accredited at the same level, such as proprietary business schools, vocational/technical schools, or other single purpose institutions may be presented through the prior learning assessment process. Prior Learning Assessment (PLA) includes an evaluation of a student's prior learning experiences. IWU relies on industry best practices established by organizations like the Council for Adult and Experiential Learning (CAEL) which has served as a leader in the development and implementation of assessment for experiential learning and corporate training since 1974. Students are required to submit through the student portal appropriate documentation which clearly demonstrates academically relevant learning. The number of credit-hours awarded through various examinations (CLEP, DSST, AP, AICE, etc.) plus prior learning assessment shall be limited to a total of 40 semester credit-hours for baccalaureate degrees and 18 semester credit-hours for associate degrees. Prior learning assessment is not available for graduate credit, with the exception that graduate programs may specify specific learning experiences for which credit may be granted for specific courses through petition. The Indiana Wesleyan University Honesty, Cheating, Plagiarism, and Forgery Policy applies to all Prior Learning Assessment requests and submissions.

Displaced Students

School closures sometimes displace students near the completion of their studies. Special provision is made for such displaced students, allowing them to transfer-in a larger percentage of credit-hours toward an IWU degree. Special provisions may be articulated in a teach-out agreement between IWU and the closing school. Unless otherwise specified in a teach-out agreement, all normal rules governing transfer credit apply with the following exceptions.

For displaced degree-seeking undergraduate students, 85% of an IWU degree may be satisfied through transfer credit-hours. For displaced graduate students, 75% of program requirements may be satisfied through transfer credit-hours.

- For programs of 18 credit-hours - students must take 4 credit-hours from IWU

- For programs of 24 credit-hours - students must take 6 credit-hours from IWU
- For programs of 30 credit-hours - students must take 7 credit-hours from IWU
- For programs of 33 credit-hours - students must take 8 credit-hours from IWU
- For programs of 36 credit-hours - students must take 9 credit-hours from IWU
- For programs of 42 credit-hours - students must take 10 credit-hours from IWU

Displaced doctoral students must complete 15 credit-hours plus any comprehensive final exams or culminating projects (dissertation, etc.) at IWU.

Graduate Credit Transfer Policy

The policy applies to all graduate programs that accept transfer students at Indiana Wesleyan University.

Transfer of credit will be considered for graduate work completed at institutions accredited by an accrediting agency recognized by both the U.S. Department of Education (DE) and the Council for Higher Education Accreditation (CHEA), provided the courses meet institutional requirements and are appropriate for the student's planned and approved program. Any culminating project (e.g., capstone, research, thesis, etc.), clinical, or practicum requirement associated with a graduate program must be taken at Indiana Wesleyan University. Additionally, credit listed on an ACE transcript representing a Military Occupational Specialist (MOS) may be reviewed by academic departments to determine if graduate credit is applicable toward a specific master's program or to the curriculum the student wishes to pursue at Indiana Wesleyan University.

Individual academic units may establish higher standards/conditions as is appropriate for their respective disciplines or accrediting bodies. A minimum grade of "B" may be considered for transfer. No more than 30% of the graduate degree may be satisfied by credits transferred in from other institutions. The learning outcomes must align and have been completed within the past seven years. Minimal conditions governing the transfer of earned graduate credits to other course work include:

- Each PAU shall determine the amount of time acceptable of completed work that is eligible for credit transfer.
- Only graduate courses in which a student has earned a grade of "B" or better may be considered for transfer credit.
- Hours of credit may be transferred, but grades earned in courses taken at another institution do not transfer and are not used in computing the student's graduate GPA at Indiana Wesleyan University.
- When a graduate course is taken at another university on a credit/no credit or pass/fail option, hours of "credit" or "pass" are not accepted as transferable unless approved by the appropriate academic unit.
- For graduate certificate programs, no more than 30% of the certificate can be satisfied by credits transferred in from other institutions.

Occasionally, graduate students will begin their course of study at another institution with no plans to transfer to IWU, but find themselves displaced by a closing institution and unable to complete their degree. In an effort to support displaced students IWU will allow a greater number of transfer credits for graduate programs. All courses will be evaluated by the appropriate academic department. Where applicable, transfer credits will be applied to meet IWU degree requirements. A displaced student is an actively enrolled student in a degree program offered by an institution that is closing.

Displaced graduate students will be allowed to transfer in up to 75% of program requirements. All transfer credit will be reviewed by the academic department to determine if and how it applies to degree requirements.

- For programs with 18 credit hours - Displaced transfer students will be required to take 4 credits from IWU
- For programs with 24 credit hours - Displaced transfer students will be required to take 6 credits from IWU

- For programs with 30 credit hours - Displaced transfer students will be required to take 7 credits from IWU
- For programs with 33 credit hours - Displaced transfer students will be required to take 8 credits from IWU
- For programs with 36 credit hours - Displaced transfer students will be required to take 9 credits from IWU
- For programs with 42 credit hours - Displaced transfer students will be required to take 10 credits from IWU

Doctoral Exception:

IWU will allow displaced doctoral students to transfer in up to 75% of their course work. The student must complete at least 15 graduate credit hours at IWU, plus the comprehensive exam and/or final project/dissertation, if applicable.

Undergraduate and Graduate Credit Crossover Policy

Undergraduate credit-hours may be used to fulfill requirements of IWU graduate programs under the following provisions. When permitted by the design of the program, undergraduate credit-hours from upper level courses may be counted toward the requirements of a graduate degree or certificate when the undergraduate course(s) sufficiently accomplish the learning outcomes of a course in the graduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the graduate degree or certificate may be completed through undergraduate credit-hours. Undergraduate courses in which a student has earned a “B” or better may be considered for graduate credit. Dual counting of credit-hours requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of undergraduate courses to fulfill graduate program learning outcomes. Established limits on the number of credit-hours that may be transferred into the graduate program remain in effect.

Graduate level credit-hours may be used to fulfill requirements of IWU undergraduate programs under the following provisions. When permitted by the design of the program, graduate credit-hours may be counted toward the requirements of an undergraduate degree or certificate when the graduate course(s) sufficiently accomplish the learning outcomes of a course in the undergraduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the undergraduate major, minor, or certificate may be completed through graduate credit-hours. Though exceptions may be approved by program directors, graduate courses in which a student has earned a “B” or better may be considered for undergraduate credit. Dual counting of credit-hours requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of graduate course(s) to fulfill undergraduate program learning outcomes. Established limits on the number of credit-hours that may be transferred into the undergraduate program remain in effect.

College of Arts and Sciences

Welcome to the College of Arts and Sciences. We invite you to join us as we explore the enduring questions that people have asked across time. For us, these questions begin with “Who is God calling you to be?” As you discern the answer to this question, we encourage you to discover what you are called to do, what you need to learn to live out your calling, and how you can engage the world in a way that glorifies God and promotes justice, righteousness and mercy. To pursue answers to these questions and discover your life calling, we encourage you to investigate our academic programs (p. 88), connect with our faculty members, explore how our community can nourish your Christian commitment, and learn how opportunities for leadership and service are waiting for you at IWU.

Communication with the College of Arts and Sciences

Address 4201 South Washington Street
Marion, Indiana 46953-4974

General Information	Switchboard: 765-674-6901; 866-GO-TO-IWU; admissions@indwes.edu
Administration	CAS - Academic Affairs: 765-677-2493
Admissions	Undergraduate: 866-GO-TO-IWU or call 765-677-6507 (Admissions Call Center);admissions@indwes.edu
Campus Police & Parking	Emergencies: 765-677-4911 Parking: 765-677-2109 campus.police@indwes.edu
Student Account Services, CAS	Billing/Cashier: 765-677-2411CAS: CAS-StudentAccounts@indwes.edu
Life Calling & Career Development	765-677-2520; Life Coaching, Exploratory Studies, Career Guidance, Jobs Search, Internship Search, Resume help, Graduate school preparation: lifecallingcareer@indwes.edu
Housing	765-677-2746; housing@indwes.edu
Student Engagement	765-677-2061; SGA, Clubs & Orgs, Student Activities, Adventure Learning, New Student Orientation, FYE, Excused Absence: Studentengagement@indwes.edu
Health Center	765-677-2206 (phone); 765-677-2849 (fax); healthcenter@indwes.edu
Financial Aid	765-677-2116; Scholarships and Financial Assistance: finaid@indwes.edu
Registration & Academic Services	765-677-2590; Registration, First-Year Advising, Course Information: RAS@indwes.edu
Registrar's Office	765-677-2131; Transcripts, Diplomas, Academic Records, and VA certification: registrar@indwes.edu
The Center for Student Success: Student Support Services	765-677-2257; Counseling, Disability Services, TRIO SSS Program at center4success@indwes.edu; The Den (academic and tutoring support) at theDen@indwes.edu ; TRIO Upward Bound 765-677-2935

Instructional Facilities

Indiana Wesleyan has up-to-date classrooms, well-equipped laboratories, and studio spaces for academic use. The following buildings serve as academic resources:

Adult and Graduate Studies Administrative Building (AGS)

Located at the intersection of 50th Street and State Road 37, this building houses administrative offices for the College of Adult and Professional Studies and the graduate schools and programs in Nursing, Counseling and Ministry. In addition, there are four classrooms and a counseling clinic.

APS Educational Centers

The College of Adult and Professional Studies has educational centers in Marion, Fort Wayne, Kokomo, Indianapolis, Merrillville, and Greenwood, Indiana; Florence and Louisville, Kentucky; and Cincinnati, Cleveland, and Dayton, Ohio. See Education and Service Centers (p. 7) for detailed listing.

Barnes Student Center (BSC)

IWU's Barnes Student Center is the central hub of the Marion campus - bringing students, employees, and guests into an innovative facility designed intentionally to foster building community. With over 199,000 square feet, this building houses Baldwin Dining, Chick-fil-a, Mario's Pizza, Trader James convenience store, bookstore, McConn Coffee house, art gallery, Globe Theater, banquet rooms, Intercultural & Global Office, Student Development, Student Accounts, Financial Aid, Registration & Academic Services, Health Center, Post Office, and the Center for Student Success.

Beard Arts Center (BAC)

This classroom building, named after Lee and Edna Beard, houses the Division of Art, art studios, art galleries, and four classrooms.

Botany Glen

This tract of land is a designated nature preserve where biology and botany classes can explore creation in a living laboratory. Botany Glen is an experiential learning classroom and training center for the IWU community and constituents.

Burns Hall of Science and Nursing (BHSN)

This facility includes classrooms and laboratories for science, health sciences, and nursing, the state-of-the-art Nursing Simulation Lab, and Porter Auditorium.

Center Hall (CS)

This building provides classroom and studio space for students and faculty who are studying in the field of art, as well as a few general purpose classrooms and a 24-7 Study Room.

Chapel Auditorium

Built in 2010, the Chapel Auditorium is a 3,900 seat, 75,000 square feet venue used for weekly chapel services, concerts, guest speakers, academic ceremonies, and graduation services.

College Wesleyan Church (CWC)

College Wesleyan Church is an independent but cooperating agency with the university. Occasionally classrooms are scheduled in this facility located on the main campus.

Don Wood Foundation Hall of Engineering

The 15,000 square feet engineering building includes offices and dual use classrooms, engineering shops, computer labs, robotics and automation lab, circuits and instrumentation lab, civil engineering lab, materials lab, thermo-fluid lab, and senior design and collaborative space.

Elder Hall (ELDR)

This building houses the Division of Behavioral Sciences and the Division of Modern Language, Literature and Communication, including audio and video studios and WIWU-FM and WIWU-TV 51.

Goodman Hall (GMN)

This classroom building houses 5 classrooms and divisional offices for the Division of Education and John Wesley Honors College.

Jackson Library (JLB)

This state-of-the-art, 79,000-square-foot library is named after alumnus and benefactor Dr. Lewis A. Jackson. Dr. Jackson, a 1939 Indiana Wesleyan University (then Marion College) graduate, trained the “Tuskegee Airmen” during WWII, became a university president in 1970, and was a life-long entrepreneur. This uniquely designed library contains leading-edge technology. Student Internet connections are located conveniently throughout the library. Over 20 miles of voice and data cable were laid in the floors and walls, connecting its 700 outlets to IWU’s information network.

John Wesley Administration Building (JWAB)

The John Wesley Administration Building, which opened in 1894, is the only building that remains from the original campus. A major renovation of the building was completed in 2003. The building houses offices for the president, the university Advancement Department, and Chief Marketing Officer along with a meeting room for the university’s Board of Trustees.

Maxwell Center for Business and Leadership (MAX)

The Maxwell Center is a spacious, state-of-the-art facility that meets a variety of needs. The 63,000-square-foot building contains six classrooms. It houses the Admissions Office, Business Affairs, Grants Office, Human Resources, Registrar's Office, the university Information Technology Department, and offices for the Division of Social Sciences, as well as the DeVoe Division of Business for Residential Education students.

Noggle Christian Ministries Center (NCMC)

This classroom and faculty office building is the home office for the School of Theology and Ministry.

Ott Hall of Sciences and Nursing (OHSN)

This 110,000-square-foot building houses the administrative and faculty offices, as well as classrooms and labs for the School of Nursing and Health Sciences and the School of Physical and Applied Sciences. It includes research space for faculty and students, a greenhouse, cadaver lab, and other specialized learning space. Collaborative spaces encourage and facilitate inter professional development. Ott Hall and Burns Hall are connected by a three-story atrium that promotes community among faculty and students.

Outdoor Athletic Complex

The Outdoor Athletic Complex serves athletic and intramural competition. It includes an indoor sports complex, track, two baseball fields, two softball fields, and three soccer fields. The main venues are lighted. Complementing the outdoor complex is a concession/public use facility. This building also serves as an athletic training facility and officials’ changing room.

Phillippe Performing Arts Center (PPAC)

This building houses the Tom and Joan Phillippe Chapel-Auditorium, the RCA Theater, the Joan Phillippe Music Building, and the Herman Baker Recital Hall. The music wing includes teaching studios, practice rooms, a piano laboratory, and three classrooms.

Recreation and Wellness Center (RWC)

The 120,000-square-foot indoor facility includes the Robert R. Luckey Gymnasium, a natatorium, racquetball courts, recreation activity center, weight room, fitness room, elevated track, locker facilities, classrooms, a lab area, office area, and a state-of-the-art athletic training facility.

Wesley Seminary

The facility's international design and furnishings reflect its theme, “The World is my Parish” (John Wesley), and the facility tells the story of the Seminary’s values. It includes four classrooms of various sizes, office areas, a prayer room and a common gathering space. Its ellipse shape embraces an outdoor amphitheater.

Academic Calendar - College of Arts and Sciences

Academic Year 2023-2024

Please refer to the Official IWU Academic Calendar: <https://www.indwes.edu/academics/academic-calendars>

For additional academic deadlines, please refer to the Registration & Academic Services portal page.

Cancellation of Classes: Announcements are made over radio stations WBAT-1400 AM, WCJC-99.3 FM, WGOM-860 AM, WMRI-106.9 FM, and WWKI-100.5 FM - Kokomo.

***NOTE:** Students may not miss classes or examinations to leave early for vacation.

Policies and General Information - College of Arts and Sciences

Students pursuing majors in the College of Arts and Sciences are subject to all the policies and procedures as defined in this portion of the catalog. Additionally, students enrolled in the College of Arts and Sciences may have additional requirements and policies governed by those areas. Students should have conversations with the administration in those areas for further direction.

Admission

Indiana Wesleyan University welcomes applications for admission from any academically qualified person who wishes to participate in the Indiana Wesleyan University community and mission. Admission is based on the careful review of all credentials presented by an applicant, and in no case is admission unlawfully denied due to race, ethnicity, citizenship, national origin, disability, religion, or sex.

Address all application information for IWU-Marion programs (College of Arts and Sciences) to Indiana Wesleyan University, Admissions Office, 4201 South Washington Street, Marion, Indiana 46953. Call toll-free 1-866-468-6498, or direct to the Admissions Office at 765-677-6507 (English). Email address: admissions@indwes.edu; Internet: www.indwes.edu.

Undergraduate students are admitted to the University in one of the following categories:

Regular – Based on high school grade-point average or college GPA. Students admitted in this category are eligible for academic scholarships.

Foundations – Students whose GPA is below the required levels. Students in this category may be required to take preparatory courses in reading, study skills, and writing.

All foundationally admitted students are required to enroll and complete a section of LFC 101 - Foundations for College Success in their first semester of coursework at IWU. This is a one credit course that guides, equips, and empowers students toward success.

Students with below a 3.0 High School GPA are required to take LFC-101 and complete course with a minimum grade of D; otherwise they must repeat the course.

Unclassified – Students who are taking no more than two courses and are not admitted to a program of study. Students in this category may register for up to 6 credit hours per semester. A maximum of 18 credit hours may be taken under this status. This status does not constitute admission to a university program. Note, financial aid is not available for unclassified students.

Prospective students are encouraged to visit the campus. Visits should be scheduled through the Office of Admissions. Overnight, on-campus lodging for prospective students is available on select days during the academic year and may be reserved in advance through the Admissions Office. Call 1-866-468-6498 or direct to the Admissions Office at 765-677-6507 (English). Email address: admissions@indwes.edu. Internet: www.indwes.edu.

First-year Admission

Applications are accepted throughout the senior year of high school. The application and high school transcript with a minimum of 6 completed semesters, are necessary for an admission decision. In some cases, test scores (SAT or ACT), an essay and recommendation are required. A tuition deposit is required prior to registering for classes and is fully refundable until May 1.

An admission decision may be made before the end of the student's high school career if an official high school transcript has been provided. In this event a final high school transcript or a certification of graduation will be required before the student may begin classes at IWU.

Viable candidates for admission should have a minimum of each of the following: 8 credits in language arts (equivalent to 4 years); 6-8 credits in mathematics (equivalent to 3-4 years); 6 credits in science (equivalent to 3 years); 6 credits in social studies (equivalent to 3 years); 4 credits in foreign language (equivalent to 2 years); 2 credits in health, physical education, safety (equivalent to 1 year); and 4-6 credits from other courses offered (equivalent to 2-3 years). Applicants who do not meet the requirements for regular admission may request special consideration.

Completed applications with a high school GPA or test score (if required) below minimum thresholds may be admitted into the Foundations program. Supplemental materials or counselor interview may be requested of the student by the Office of Admissions.

Individuals not receiving a high school diploma must take either the Test Assessing Secondary Completion (TASC) or the General Education Development Exam (GED) or HiSET (High School Equivalency Test) and achieve satisfactory scores to be considered for admission.

Transfer Student Admission

A transfer student is defined as a student who has attempted 12 or more college credit hours post-high school graduation. Transcripts of all college work must be submitted with other admission credentials at the time of application to the Indiana Wesleyan University Admissions Office. All transcripts must be sent directly from the Office of the Registrar at the college or university attended. Once transcripts (and other test scores and academic documents) have been received, IWU is not permitted to release copies of those documents back to the student or any other party. *All undergraduate students must complete their last 30 credit hours at IWU before the IWU graduation.*

Readmission

An undergraduate student who has previously been enrolled at IWU-Marion and has ended enrollment for any length of time, without an approved leave of absence, must reapply. Application for re-enrollment must be made through the Admissions Office. Any student who attended other institutions of higher learning must submit official transcripts of all work completed. All transcripts must be sent directly from the Office of the Registrar at the college or university attended. A final transcript from the last institution attended must be received no later than the first day of classes. Once transcripts (and other test scores and academic documents) have been received, IWU is not permitted to release copies of those documents back to the student or any other party.

Re-admitted students who are not enrolled for one academic year or longer must meet the requirements of the governing academic catalog for the re-enrollment date. *All undergraduate students must complete their last 30 credit hours at IWU before the IWU graduation. All students offered readmission to the university will be offered an academic scholarship based on the current transfer/readmit scholarship model. Merit scholarship is awarded based on cumulative college GPA (including all colleges/universities attended, as well as IWU GPA).*

Transition Student Admission

A transition student is defined as a student who begins an education through IWU-National & Global and transitions to IWU-Marion to continue a degree. Transition students must fulfill all admission requirements required of transfer applicants. IWU-National & Global will provide IWU-Marion Undergraduate Admissions with transcripts from any institution attended prior to enrollment with IWU-National & Global. If a student has attended an institution since departing IWU-National & Global, the student must request an official transcript be sent to IWU-Marion Admissions by any/all institutions attended since departing IWU National & Global. Students are not required to submit an IWU transcript for consideration of admission as this coursework is accessible to the IWU-Marion Transfer Team. Once transcripts (and other test scores and academic documents) have been received, IWU is not permitted to release copies of those documents back to the student or any other party.

All undergraduate students must complete their last 30 credit hours at IWU before the IWU graduation. All transition students offered admission to IWU-Marion will be offered a merit scholarship based on the current transfer scholarship model. Merit scholarship is awarded based on cumulative college GPA (including all colleges/universities attended, as well as IWU GPA).

International Student Admission

International/Non-English Speaking Students

Students who do not speak English as their first and primary language must take the Test of English as a Foreign Language (TOEFL) or The International English Language Testing System (IELTS) prior to admission to Indiana Wesleyan University (IWU).

The IWU required admission scores are listed below, unless otherwise specified by the area of study:

- TOEFL score of 79 for undergraduate, 85 for master's programs, and 95 for doctorate programs.
- IELTS score of 6.5 for undergraduate and master's programs, score of 7 for doctorate programs

Please note that schools or programs within IWU may require a higher score and/or additional requirements. Please confirm with your area of study to determine specific requirements.

IWU offers a Waiver option in place of the required TOEFL or IELTS scores.

Waiver qualifications are:

- Attended four full years at a U.S. high school.
- Attended four full years in an international educational institution where English is the principal language of instruction; institution may be required to provide verification.
- Earned an SAT Reading Test subscore of at least 27.
- Earned ACT English and Reading scores of at least 20.
- Earned a bachelor's degree or higher from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

Additional Requirements for all International Students:

Incoming international students (first-year and transfer) with high school or college transcripts outside the US must have their transcripts evaluated by a credential evaluation service that is NACES approved (www.naces.org/members). As per the NAIA, International transfer student athletes are required to have international college/university transcripts evaluated by InCred (www.incredevals.org). Before the immigration form I-20 can be sent, students from all countries must send to the University a letter of financial commitment with certified bank statements, or other official documents, indicating sufficient funds for attendance.

In addition, prior to first day of class all students from all countries must send to IWU proof of health insurance coverage in the U.S.

Please note all students must provide payment for tuition and fees and room and board (if applicable) for the student's first academically enrolled term as defined by the program's payment policy.

Re-enrollment

Graduate Programs

A graduate student in CAS who has not been enrolled for more than two semesters must re-apply through the Admissions Office. All transcripts must be sent directly from the Office of the Registrar at the college or university attended.

Wildcat Academy (High School Students/Dual Enrollment)

Qualified high school students are offered the opportunity to enroll in onsite or online courses taught through IWU Marion under the Wildcat Academy program. A student must have maintained a 3.0 average GPA on a 4.0 scale in high school classes

and be recommended by a teacher, school counselor or other high school personnel to qualify. A qualified student may begin taking one 100-level course in the fall semester of his/her junior year, and up to 6 credit hours of 100-level courses per semester throughout the duration of his/her high school career. A student may take a maximum of 24 credit hours through this program. To maintain satisfactory academic progress and continue in the Wildcat Academy program, students must earn a grade of C or higher for each course completed. Students must submit an application for each term they wish to enroll in a course in the Wildcat Academy. First time applicants must submit an official high school transcript. Costs include an application fee and a cost per credit hour and are due prior to enrollment.

This information is located at www.indwes.edu/undergraduate/wildcat-academy. Students must be registered by the first day of classes. Note: Student qualification, enrollment and financial arrangements made with high schools/homeschool co-ops teaching courses outside of the IWU-Marion campus are outlined in the associated Memorandum of Understanding.

Unclassified Student Admission

A student who is not pursuing a university degree and wants to take individual courses for personal development may be admitted as an unclassified student. A maximum of 6 credit hours per semester and a total of 18 credit hours may be completed with this status. This does not constitute admission to a University program and the University does not maintain degree audits for this classification. Unclassified students who subsequently wish to pursue a degree program must apply for regular admission status and at that time will receive a degree audit of the chosen major. Information on degree programs is available in the Registration and Academic Services office.

Guest students from other colleges should have the approval of their home institution. By special arrangement, high school students may register with unclassified status while meeting requirements for high school graduation. It is encouraged that high school students seeking to register as an unclassified student explore the dual enrollment opportunities at IWU-Marion prior to pursuing an unclassified opportunity.

Students admitted with an unclassified status who wish to audit courses comply with all unclassified and audit requirements. Auditing does not constitute admission to a university program and does not result in transcribed credit for coursework completed. Audit students who subsequently wish to pursue a degree program must apply for regular admission status. By special arrangement, high school students may register with audit status. It is encouraged that high school students seeking to register as an unclassified student explore the dual enrollment opportunities at IWU-Marion prior to pursuing an unclassified opportunity.

Professional Programs (Acceptance into Majors)

Certain majors, such as teacher education, nursing, social work, and music or art therapy, require acceptance into the program. Admission to the University does not necessarily imply admission into these professional programs. Departments may have specific requirements that must be met at different levels of the program. Including, in limited cases, ACT or SAT test scores. A student will not be officially accepted into the major until they complete the process for the Division and the “accept to major” code has been added to their major requirements. This code will be added once the Division notifies RAS that all requirements are met to be officially accepted into the major. For more information regarding acceptance into the chosen major, please see the appropriate School or Division section.

Orientation, Registration, and Credit Options

New Student Orientation

All incoming full-time undergraduate students are required to participate in New Student Orientation conducted at the beginning of the semester or program. New Student Orientation is designed to familiarize students with Indiana Wesleyan University's campus, culture, and community as well as connect them with faculty, staff, and other incoming students.

Entrance Examinations

New students may re-take the institutional ACT if they do not have the required minimum ACT or SAT scores to waive the reading and math competencies. Students should inquire in the Center for Student Success office for more information.

Registration Procedures for New and Returning Students

New Student Registration (NSR) occurs in the spring and summer for fall enrollment and by individual appointment for spring enrollment. Once new students are notified by the Admissions Office of their acceptance to Indiana Wesleyan University, the

Admission's Office will send information about registration procedures and the appropriate time to come to the campus for advisement in the selection of courses and registration.

Returning students may register for the fall semester in the spring and summer. Registration for the spring semester and all summer sessions (including May term) occurs in the fall. All students are expected to complete their registration during the time set by the Director of Registration & Academic Services for advanced registration or at the specific time established for this purpose in the current calendar. Detailed instructions for registration will be provided on RAS portal page. Arrangements for financial payment, in accord with one of the approved plans for university charges, must be made in advance or at the time of registration. All students must be registered by the first day of classes in any term.

Academic Advising - College of Arts and Sciences

Every student is personally responsible to meet all requirements, including but not limited to stated competencies, grade-point indexes, specified courses, total numbers of credits in each stated area of study, and total number of credits for the degree program identified in the catalog at the time of enrollment.

A Faculty Advisor is assigned to each student, is available at registration periods for advisement on program requirements, and is required to approve the student's registration. Each student has access to their academic record and degree/major requirements via the portal.

A First-Year Advisor is assigned to each student their first year on the residential campus to help with transitioning into the institution, learning systems, navigating resources, and is available to explain policies, systems, and answer questions.

An advisor in RAS is assigned to each student, in addition to a Faculty Advisor, who earns a probation status or returns on probation.

Transfer Advising

The transfer advisor in Registration & Academic Services helps new transfer students with transfer credits and advising, as well as negotiating their new experience at Indiana Wesleyan University.

Schedule Changes and Withdrawals

Add/Drop

Students' class schedules are expected to be permanent by the end of each add/drop period.

The last day to add: The final day a student can add a new course to their schedule for a current term.

The last day to drop: The final day a student can drop a current course from their schedule for a current term.

Refer to the academic calendar for specific dates for each terms' add and drop dates.

Students who need to switch a course section (such as ENG-180-82A to ENG-180-82B) during the drop period may do so with the approval of their advisor and the faculty member of the new course section with an Add/Drop Form.

Any desired change in audit registrations follow the same deadlines as previously identified. All drop/add requests made thereafter require a General Academic Petition with the approval of the corresponding Academic Advisor and Division Chair.

Withdrawing from Classes

Withdrawing from classes means that students are withdrawing from one or more course, but not from the entire semester. Any class in which the student withdraws means that a "W" will be transcribed on the academic transcript.

Up until the tenth week of the semester (or the equivalent of 5/7 or 71% of the course), students may withdraw from a course with a grade of "W." This should be done only after consultation with academic advisors, the Registration & Academic Services office, and the Financial Aid Office, as reduction of course load below 12 credits may affect eligibility for athletics, scholarships, or financial aid. After this date, students may not withdraw from classes without total withdrawal from the

University. Failing work at the time of official withdrawal after the tenth week of the semester may be counted as an "F" in grade-point average.

Withdrawing from the University

Withdrawing from the University means that students are leaving the institution and all courses (that were not previously completed). The student would then have a "W" listed for all classes that were not previously completed with a grade (such as a half-semester course). Withdrawing from the University means that the student will leave the campus and inactivated in institutional systems (unless notified otherwise).

This date is determined and listed on the academic calendar each semester, being the 13th week of classes. Please review the official academic calendar for the specific date. By the last day to withdraw from the University, students desiring to voluntarily withdraw from all classes at the University must submit a Total Withdrawal form available at the Registration & Academic Services office (RAS) and online via the RAS portal page. This form must be completed and filed with the RAS office before the student leaves campus. No refunds will be made by the Student Account Services, CAS, until RAS certifies that the withdrawal procedure has been completed. A student failing to complete proper withdrawal remains a student and will be charged as such and receive a grade at the end of the semester. Students in University housing who fail to check out of their rooms properly will be subject to an administrative charge.

Any undergraduate student who is dismissed from IWU-Marion by Student Development will be administratively withdrawn from all classes.

Academic Administrative Withdrawal Policy - CAS

Per policies below, students may be dropped or withdrawn from an individual course(s) or the University.

If a student registers for a course but does not attend any class sessions of that course by the last day to drop classes, the student may be dropped from the course(s) by the Director of Registration & Academic Services or designee.

If the student does not attend any registered courses by the last day to drop, the student may be dropped or withdrawn from all courses and inactivated in the system by the Director of Registration & Academic Services or designee.

If a student, due to lack of attendance, cannot achieve passing grades in their courses, with or without applicable campus support and/or reasonable accommodation(s), the CARE Team and/or the Academic Standing Subcommittee of the Enrollment Management Committee may recommend to the CAS Vice President of Academic Affairs or designee (and copy the Director of Registration & Academic Services) that the student be administratively withdrawn from the institution during the academic semester and will receive a "W" in all classes. Additionally, if a student does not adhere to University policy and community standards in the classroom, the CARE Team may recommend to the CAS Vice President of Academic Affairs or designee to have the student withdrawn from all courses (and the residential campus). Students should be aware that this action (administrative withdrawal) may have an impact on financial aid, enrollment issues related to verification for insurance, athletic competition, and access to some IWU facilities.

Intent to Depart

Students who intend to depart from the university for the subsequent semester(s) should complete the Notification of Student Intent to Depart form. Students should inform the Registration & Academic Services office by completing and filing this form available on the RAS portal page.

Leave of Absence

Full-time degree seeking students may request a Leave of Absence (LOA) in certain circumstances to preserve their current catalog rights and possibly provide positive implications for financial obligations such as loan repayment, and health and car insurance.

Types of Leave of Absence:

1. Medical Leave of Absence - LOA petition must be accompanied by a statement from a medical care provider verifying the need for the LOA.
2. Personal Leave of Absence - petition must include a plan for addressing personal or family issues that lead to the successful completion of the student's academic program.
3. Planned Educational Leave of Absence - petition must include plans for enriching educational goals that lead to the successful completion of the student's academic program. These plans can include participation in non IWU-supported study abroad experiences, no IWU-supported internships, or short term missions or service programs.

Leave of Absence petitions are available in the Registration & Academic Services office and must be completed and approved before the "drop" deadline for the term in which the LOA is requested. Medical and certain unplanned for LOA requests may be considered retroactively or after the "drop" deadline based on the individual circumstances. LOA appeals must be filed and approved by the Dean of the school in which the student's major is under before the end of the term for which the LOA is requested.

A Leave of Absence will not be approved for students who are subject to academic dismissal or student conduct dismissal.

Students who do not return to Indiana Wesleyan University by the end of their approved LOA will be considered to have withdrawn from IWU at the end of their last term of regular enrollment.

International students should work with the international student coordinator in the Admissions Office when contemplating a planned LOA as there are Bureau of Citizenship and Immigration Services regulations regarding the status of international students.

In order to maintain catalog rights under the LOA petition, students must receive prior approval from the Registration & Academic Services office for coursework taken at other institutions for transfer to IWU. Failure to do so could result in failure of the coursework to transfer, or loss of current catalog rights.

Students on LOA may not participate in or be registered for any IWU coursework during the LOA time period including incomplete courses, independent learning contracts, and online courses.

Student work positions, divisional stipends, and leadership positions are not guaranteed upon return and must be reapplied for.

It is unlikely that there will be any financial aid benefit for the student who takes LOA. All questions regarding financial aid must be discussed with the student's financial aid counselor.

Students should consult with Student Account Services, CAS and the Financial Aid Office to discuss any financial ramifications of a LOA.

Returning from a Leave of Absence:

A student may choose to return from a LOA earlier than planned but must return on the first day of classes for the semester. When students return from a LOA, either on time or early, they may request reinstatement through the Admissions Office by completing the re-enrollment form before the first day of new term. Students must notify the Registration & Academic Services office of their intent to return before the end of the term previous to the expected date of return. Undergraduate students who are on Academic or Citizenship Probation status when they take a LOA will return with the same status.

Study Abroad students who use a LOA to attend unaffiliated programs should be aware that there is no guarantee of academic credit at IWU and must apply for such under transfer policy guidelines.

Military Leave of Absence

The Higher Education Opportunity Act enacted on August 13, 2008, states that a university may not deny admission or readmission to a service member for reasons relating to that service. The service member qualifies if the school is given notice of absence for service, the cumulative length of absence does not exceed five years, and the student gives notice of his or her intent to return.

Indiana Wesleyan University complies with this act with the following:

Academic:

- Students are not required to reapply and are not charged a readmission fee upon return.
- Students are reenrolled at the same academic status (program enrollment status, number of completed credit hours, academic standing) before deployment. Students may return under the catalog that was in effect before deployment.

Students may find differences in their programs or the catalog if the programs are no longer offered, or changes have occurred due to external accrediting bodies, licensing board or other external agencies.

- Leave time does not count toward the total time required to earn the degree.
- Students will be promptly reenrolled in the next class or classes in a program, will qualify for priority/early registration, and may not be denied re-enrollment in a class based on class size.

Financial: Students are required to complete a Military Leave of Absence Request. When the request is approved, students' accounts will be adjusted as necessary.

Financial Aid: Indiana Wesleyan University is committed to assisting military students in navigating the impact that active duty will have on financial aid. It is important that each student have conversations with the Financial Aid office to ensure proper paperwork and processes are covered as it relates to a leave of absence.

Students with federal financial aid, federal loan obligations, or military tuition assistance must contact their lenders and/or the military education office to ascertain their loan repayment status or repayment of tuition assistance during the leave of absence.

Transfer of Credit Policy

Recognized academic credentials and academic credit-hours earned outside of IWU may be used to fulfill the entrance requirements and/or course requirements for IWU academic programs and may provide advanced standing entry into IWU academic programs within the following boundaries.

The University Registrar is responsible for approving the transferability of all credit-hours. Credit-hours accepted in transfer are recorded as part of the student's official academic record, but quality points and grades are omitted. Grades from transfer courses are not included in IWU GPA calculations except in determining honors for baccalaureate degrees. IWU is not permitted to release received transcripts, test scores, or other academic documents to the student or any other party. All credit-hours are accepted as semester credit-hours; quarter credit-hours are converted to semester credit-hours using a two-thirds conversion ratio.

Credit is granted for undergraduate course work with a satisfactory grade ("C" or above) in a 100-level or higher course, or for graduate course work with a satisfactory grade ("B" or above) in a 500-level course or higher, taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). Currently this includes the following accrediting agencies:

- Accreditation Commission for Education in Nursing (ACEN)
- Association for Biblical Higher Education (ABHE)
- Association of Advanced Rabbinical and Talmudic Schools (AARTS)
- Association of Theological Schools Commission on Accrediting (ATS)
- Distance Education Accreditation Commission (DEAC)
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACS-COC)
- Transnational Association of Christian Colleges and Schools (TRACS)
- Western Association of Schools and Colleges – Accrediting Commission for Community and Junior Colleges (WASC–ACCJC)
- Western Association of Schools and Colleges – Senior College and University Commission (WASC–SCUC)

IWU also receives credit from schools accredited by agencies recognized by the International Council for Evangelical Theological Education:

- Africa: Association for Christian Theological Education in Africa (ACTEA)
- Asia: Asia Theological Association (ATA)
- Caribbean: Caribbean Evangelical Theological Association (CETA)
- Europe: European Council for Theological Education (ECTE)
- Euro-Asia: Euro-Asian Accrediting Association (E-AAA)
- Latin America: Association for Evangelical Theological Education in Latin America (AETAL)
- Middle East and North Africa: Middle East-North Africa Association for Theological Education (MENATE)
- North America: Association for Biblical Higher Education (ABHE)

No more than 75% of the requirements for an IWU undergraduate degree or certificate and no more than 50% of the coursework in the major may be satisfied by transfer. Any culminating project (capstone, research, thesis, etc.), clinical, or practicum requirement associated with a degree or certificate program must be taken at Indiana Wesleyan University. No more than 35% of a graduate degree or certificate program may be satisfied by transfer credit. Graduate credit-hours graded credit/no credit or pass/fail at another institution may not be transferred unless approved by the academic unit. Transfer credit-hours applied to the major curriculum of the academic program must be academically current as determined by the academic unit and may be restricted by the academic unit based on curricular considerations or the requirements of programmatic accreditation. Individual academic units may specify exceptions as appropriate for their respective disciplines or accrediting bodies.

Transcripts from international institutions may need to be sent to an external agency for evaluation and determination of transferable credit-hours, degrees, and GPA. If this external review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.

Indiana Wesleyan University accepts credit through official transcripts from the American Council on Education (ACE) and the National College Credit Recommendation Service (NCCRS). ACE and NCCRS evaluate and provide credit recommendations for educational offerings for a significant number of corporate universities and other learning providers.

Credit through examination (CLEP, DSST, AP, institutional examinations) or assessed learning is not accepted in transfer from another institution. Credit through examination is awarded by Indiana Wesleyan University with official test scores from an official testing center. Credit from nontraditional learning by life experience is awarded through the IWU's assessed learning process.

Courses from non-accredited colleges and universities and from schools/colleges/universities not accredited at the same level, such as proprietary business schools, vocational/technical schools, or other single purpose institutions may be presented through the prior learning assessment process. Prior Learning Assessment (PLA) includes an evaluation of a student's prior learning experiences. IWU relies on industry best practices established by organizations like the Council for Adult and Experiential Learning (CAEL) which has served as a leader in the development and implementation of assessment for experiential learning and corporate training since 1974. Students are required to submit through the student portal appropriate documentation which clearly demonstrates academically relevant learning. The number of credit-hours awarded through various examinations (CLEP, DSST, AP, AICE, etc.) plus prior learning assessment shall be limited to a total of 40 semester credit-hours for baccalaureate degrees and 18 semester credit-hours for associate degrees. Prior learning assessment is not available for graduate credit, with the exception that graduate programs may specify specific learning experiences for which credit may be granted for specific courses through petition. The Indiana Wesleyan University Honesty, Cheating, Plagiarism, and Forgery Policy applies to all Prior Learning Assessment requests and submissions.

Displaced Students

School closures sometimes displace students near the completion of their studies. Special provision is made for such displaced students, allowing them to transfer-in a larger percentage of credit-hours toward an IWU degree. Special provisions may be articulated in a teach-out agreement between IWU and the closing school. Unless otherwise specified in a teach-out agreement, all normal rules governing transfer credit apply with the following exceptions.

For displaced degree-seeking undergraduate students, 85% of an IWU degree may be satisfied through transfer credit-hours. For displaced graduate students, 75% of program requirements may be satisfied through transfer credit-hours.

- For programs of 18 credit-hours - students must take 4 credit-hours from IWU

- For programs of 24 credit-hours - students must take 6 credit-hours from IWU
- For programs of 30 credit-hours - students must take 7 credit-hours from IWU
- For programs of 33 credit-hours - students must take 8 credit-hours from IWU
- For programs of 36 credit-hours - students must take 9 credit-hours from IWU
- For programs of 42 credit-hours - students must take 10 credit-hours from IWU

Displaced doctoral students must complete 15 credit-hours plus any comprehensive final exams or culminating projects (dissertation, etc.) at IWU.

Graduate Credit Transfer Policy

The policy applies to all graduate programs that accept transfer students at Indiana Wesleyan University.

Transfer of credit will be considered for graduate work completed at institutions accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA), provided the courses meet institutional requirements and are appropriate for the student's planned and approved program. Any culminating project (e.g., capstone, research, thesis, etc.), clinical, or practicum requirement associated with a graduate program must be taken at Indiana Wesleyan University.

Individual academic units may establish higher standards/conditions as is appropriate for their respective disciplines or accrediting bodies. A minimum grade of "B" may be considered for transfer. No more than 30% of the graduate degree may be transferred in from another institution. The learning outcomes must align and have been completed within the past seven years. Minimal conditions governing the transfer of earned graduate credits to other course work include:

- Each PAU shall determine the amount of time acceptable of completed work that is eligible for credit transfer.
- Only graduate courses in which a student has earned a grade of "B" or better may be considered for transfer credit.
- Hours of credit may be transferred, but grades earned in courses taken at another institution do not transfer and are not used in computing the student's graduate GPA at Indiana Wesleyan University.
- When a graduate course is taken at another university on a credit/no credit or pass/fail option, hours of "credit" or "pass" are not accepted as transferable unless approved by the appropriate academic unit.
- For graduate certificate programs, no more than 30% can be transferred into the certificate program.

Occasionally, graduate students will begin their course of study at another institution with no plans to transfer to IWU, but find themselves displaced by a closing institution and unable to complete their degree. In an effort to support displaced students IWU will allow a greater number of transfer credits for graduate programs. All courses will be evaluated by the appropriate academic department. Where applicable transfer credits will be applied to meet IWU degree requirements. A displaced student is an actively enrolled student in degree program offered by an institution that is closing.

Displaced graduate students will be allowed to transfer in up to 75% of program requirements. All transfer credit will be reviewed by the academic department to determine if and how it applies to degree requirements.

Doctoral Exception:

IWU will allow displaced doctoral students to transfer in up to 75% of their course work. The student must complete at least 15 graduate credit hours at IWU, plus the comprehensive exam and/or final project/dissertation, if applicable.

Undergraduate and Graduate Credit Crossover Policy

Undergraduate credit-hours may be used to fulfill requirements of IWU graduate programs under the following provisions. When permitted by the design of the program, undergraduate credit-hours from upper level courses may be counted toward the requirements of a graduate degree or certificate when the undergraduate course(s) sufficiently accomplish the learning outcomes of a course in the graduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the graduate degree or certificate may be completed through undergraduate credit-hours. Undergraduate courses in which a student has earned a “B” or better may be considered for graduate credit. Dual counting of credit-hours requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of undergraduate courses to fulfill graduate program learning outcomes. Established limits on the number of credit-hours that may be transferred into the graduate program remain in effect.

Graduate level credit-hours may be used to fulfill requirements of IWU undergraduate programs under the following provisions. When permitted by the design of the program, graduate credit-hours may be counted toward the requirements of an undergraduate degree or certificate when the graduate course(s) sufficiently accomplish the learning outcomes of a course in the undergraduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the undergraduate major, minor, or certificate may be completed through graduate credit-hours. Though exceptions may be approved by program directors, graduate courses in which a student has earned a “B” or better may be considered for undergraduate credit. Dual counting of credit-hours requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of graduate course(s) to fulfill undergraduate program learning outcomes. Established limits on the number of credit-hours that may be transferred into the undergraduate program remain in effect.

Policy on Academic Credentials and Programs

This policy applies to all academic units of the university. It is of interest to all faculty, academic administrators, program directors, and staff of the office of the University Registrar.

Indiana Wesleyan University awards academic credentials (degrees and certificates) to students who complete defined programs of study. Each credential is defined in terms of a set of essential learning outcomes, which may include discipline-specific and general education outcomes, as well as credit-hour and other specifications. Each program of study for a particular credential maps the credential learning outcomes to a series of credit-bearing courses. Student performance in each course, credit-hours earned in each course, and credentials awarded are transcribed by the University Registrar.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credit-hours may be shared between academic credentials awarded concurrently, within the following boundaries. Credentials earned concurrently must be awarded concurrently – students must apply for all credentials appropriate to their current matriculation prior to conferral and credentials reflecting coursework solely from prior matriculation will not be added to the transcript.

1. The student must fulfill all of the requirements for any credential awarded.
2. Credit-hours may be shared between a major and a minor, as long as the minor includes at least 15 unique credit-hours unshared with any other major or minor.
3. Credit-hours may be shared between two minors, as long as each minor includes at least 15 unique credit-hours unshared with any other major or minor.
4. Credit-hours may be shared between two undergraduate majors as long as there are 51 unique (unduplicated) credit hours between the two majors.
5. Credit-hours may be shared between two graduate majors or specializations as long as two thirds of the credit-hours in each major or specialization are unique (unduplicated).
6. Up to three credit hours may be shared between:
 - a. certificate and a minor

- b. a certificate and a concentration/specialization
 - c. two certificates
 - d. two specializations/concentrations
7. Unlimited credit-hours may be shared between a certificate and a major (undergraduate or graduate) as long as the certificate and the major do not share the same name. Exceptions to this provision for specific certificates and majors may be published in the catalog. Check degree program requirements for eligibility for combining the major with specific certificates.
 8. Two distinct undergraduate degrees (associate's and/or bachelor's) may be conferred together as long as each degree includes at least 25% unique (unshared) credit-hours. Each degree must have a unique, stand-alone major.
 9. Two distinct graduate degrees (master's, specialist, and/or doctoral) may be conferred together as long as each degree includes at least 50% unique (unshared) credit-hours. Each degree must have a unique, stand-alone major.
 10. An undergraduate and a graduate degree may be conferred together as long as 75% of the credit-hours of each degree are unique (unshared). See the related Undergraduate and Graduate Credit Crossover Policy.

A major, minor, or specialization/concentration may be added to a previously awarded baccalaureate or graduate degree. The student must complete all of the course requirements for the major, minor, or specialization/concentration and a minimum of nine new credit-hours must be earned. New general education requirements need not be met to post an additional major, minor, or specialization/concentration to a previously awarded undergraduate degree. Students adding a major, minor, or specialization/concentration are not eligible to participate in commencement ceremonies again. The additional major, minor, or specialization/concentration will be posted to the transcript only on one of the university conferral dates.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credit-hours applied to a previously-awarded IWU academic credential may be applied, without surrender of the prior credential, to another IWU academic credential within the following boundaries.

1. The student must fulfill all of the requirements for any credential awarded.
2. For credit-hours from a prior IWU academic credential to be applied to a second IWU academic credential, the second academic program must be started within ten years of the awarding of the first credential. Exceptions must be approved by the dean (or equivalent) of the school sponsoring the academic program of the second credential. Individual academic programs may specify more strict credit-age limits if warranted by the discipline.
3. Credit-hours from a previously-awarded undergraduate certificate may be applied to fulfill the requirements of an associate's degree or a bachelor's degree.
4. Up to 3 credit-hours from a previously-awarded undergraduate certificate may be applied to fulfill the requirements of a different undergraduate certificate.
5. Up to 6 credit-hours from a previously-awarded associate's degree or bachelor's degree may be applied to fulfill the requirements of an undergraduate certificate.
6. Credit-hours from a previously-awarded associate's degree may be applied to fulfill the requirements of a different associate's degree, as long as the new associate's degree has at least 25% unique credit-hours.
7. Credit-hours from a previously-awarded associate's degree may be applied to fulfill the requirements of a bachelor's degree.
8. Credit-hours from a previously-awarded bachelor's degree may be applied to fulfill the requirements of a different bachelor's degree, as long as the new bachelor's degree has at least 25% unique credit-hours.
9. Credit-hours from a previously-awarded bachelor's degree or undergraduate certificate may be applied to fulfill the requirements of a master's degree, limited by the provisions of the Undergraduate and Graduate Credit Crossover Policy.
10. Up to 3 credit-hours from a previously-awarded graduate certificate or post-master's certificate may be applied to fulfill the requirements of a different graduate or post-master's certificate.
11. Credit-hours from a previously-awarded graduate certificate or post-master's certificate may be applied to fulfill the requirements of a master's degree.
12. Credit-hours from a previously-awarded graduate certificate or post-master's certificate may be applied to fulfill the requirements of a specialist degree.

13. Credit-hours from a previously-awarded graduate certificate or post-master's certificate may be applied to fulfill the requirements of a doctor's degree.
14. Credit-hours from a previously-awarded master's degree, specialist degree, or doctor's degree may be applied to fulfill up to 1/3 of the requirements of a graduate or post-master's certificate.
15. Credit-hours from a previously-awarded master's degree may be applied to fulfill the requirements of a different master's degree, as long as the new master's degree has at least 50% unique credit-hours.
16. Credit-hours from a previously-awarded master's degree may be applied to fulfill the requirements of a specialist degree, as long as the specialist degree has at least 50% unique credit-hours.
17. Credit-hours from a previously-awarded master's degree may be applied to fulfill the requirements of a doctor's degree, as long as the doctor's degree has at least 50% unique credit-hours.
18. Up to 6 credit-hours from a previously-awarded specialist degree may be applied to fulfill the requirements of a master's degree.
19. Credit-hours from a previously-awarded specialist degree may be applied to fulfill the requirements of a different specialist degree, as long as the new specialist degree has at least 50% unique credit-hours.
20. Credit-hours from a previously-awarded specialist degree may be applied to fulfill the requirements of a doctoral degree, as long as the doctoral degree has at least 50% unique credit-hours.
21. Up to 6 credit-hours from a previously-awarded doctor's degree may be applied to fulfill the requirements of a master's degree or specialist degree.
22. Credit-hours from a previously-awarded doctor's degree may be applied to fulfill the requirements of a different doctor's degree, as long as the new doctor's degree has at least 50% unique credit-hours.

Credit Options

Classroom Study

The most common way to earn credit in the College of Arts and Sciences is by registering in the semester programs of the University, attending classes under the instruction of a university professor, submitting the required work, and passing the required examinations.

Online

Online courses are provided to undergraduate students as a supplement to the on-site, face-to-face, classroom experience. IWU-Marion offers online course options for undergraduate students during all class terms. During the Fall and Spring semesters, full-time students are allowed to enroll in a maximum of one (1) IWU-Marion online course. Additional stipulations may apply e.g. Military/Veterans benefits, On-campus housing, international students, enrollment limitations, etc. Students should speak with their academic advisor and check the course catalog in Student Planning for a course schedule.

Transfer

Students who have attended other regionally accredited colleges or universities may transfer credit toward their education at IWU. Transcripts of all other university work must be submitted directly to the Indiana Wesleyan University Registration and Academic Services office from the office of the registrar at the college or University previously attended. Transcripts delivered by hand or received from another party are not official and cannot be used for purposes of transfer work.

Credit taken by correspondence from a regionally accredited institution may be applied toward a degree at Indiana Wesleyan University, for a maximum of 12 semester hours accepted.

Credits from unaccredited schools, colleges and universities and from schools/colleges/universities not accredited by recognized accredited agencies—such as proprietary business schools, vocational/technical schools, or other single purpose institutions may be assessed individually for possible credit. The number of credits transferable from such institutions will be limited to two years (62 semester hours).

Credits earned from international institutions will need to be evaluated by having official transcripts sent to Registration & Academic Services in English. External evaluators are the Educational Credential Evaluators (ECE) and the National Association of Credential Evaluation Services (NACES) may be required before Registration & Academic Services can

evaluate the transcript. For more information about this organization, please visit their website (<https://www.ece.org/>) or (<http://www.naces.org>).

CLEP/DSST Examinations

Credit through examination (CLEP/DANTES/Advanced Placement) may only be awarded with official test scores from an official testing center and an Indiana Wesleyan University individual assessment. The maximum number of credits awarded for all credit through various examinations (CLEP, DANTES, AP, AICE, etc.) and prior learning shall be limited to a total of 40 semester hours for the baccalaureate degrees and 18 semester hours for the associate degrees, and ordinarily will not be applied to upper-division requirements in the major (junior and senior levels). It is the responsibility of the student to obtain approval from the appropriate division for the application of credits to the majors.

Examinations can be scheduled through The Center for Student Success (CSS) after approval from the Registration & Academic Services office. A \$25 per credit hour transcription fee will be assessed, in addition to the CSS testing fee. Select CLEP examinations are recognized by the University for credit; however, the College of Arts and Sciences may not accept all CLEP tests, including the College Composition Modular CLEP test.

Advanced Placement, International Baccalaureate, AICE Cambridge

Select Advanced Placement (AP) courses are evaluated as equivalent to university freshman-level courses and appropriate credit will be given for scores of 3 or above. See the Registration & Academic Services (RAS) portal page for details on placement scores.

AP credit for these courses will not meet intercultural competency.

Credit may be awarded for successful completion of some courses through the International Baccalaureate (IB) programs or AICE Cambridge courses. The maximum number of credits awarded for all credit through various examinations (CLEP, DANTES, AP, AICE, etc.) and prior learning shall be limited to a total of 40 semester hours for the baccalaureate degrees and 18 semester hours for the associate degrees, and ordinarily will not be applied to upper-division requirements in the major (junior and senior levels). Scores of 5 or higher are required for such credit to be accepted for IB and a passing score for AICE Cambridge based on a course by course evaluation. Credit may only be awarded with official scores and an IWU individual assessment.

Assessment – Prior Learning/Portfolio

Credit from non-traditional learning by life experience may only be awarded with an Indiana Wesleyan University individual prior learning assessment. Credit will be determined through the assessment and approval process. Students with life experience education may have developed a body of information equivalent to university-level learning. This may be work experience, hours earned at non-accredited institutions, or other non-transcribed learning. After a student has been admitted into a major and has accumulated at least 12 classroom credits, assessment of such learning may be attempted. The maximum number of credits awarded for all credit through various examinations (CLEP, DANTES, AP, AICE, etc.) and prior learning shall be limited to a total of 40 semester hours for the baccalaureate degrees and 18 semester hours for the associate degrees, and ordinarily will not be applied to upper-division requirements in the major (junior and senior levels). Guidelines and fees information is available in the Registration and Academic Services office.

Independent Learning Contract

The academic independent learning contract will be reserved for those special studies that a student desires to pursue that are not available through any of the courses in our catalog. Independent learning contracts are a privilege extended to degree-seeking junior and senior students. The student contracts with a faculty member, who then helps construct the syllabus and who meets with the student at least once a week to make sure they are staying on track. The student pays an extra fee (\$100/credit).

Undergraduate students who have earned a 3.0 cumulative GPA, have met the university writing competency requirement, have completed all course prerequisites, and have earned a minimum of 60 credit hours may apply for independent learning. Undergraduate students on academic probation may not participate in independent learning. Students who wish to take an independent learning course should work closely with the professor of the course and Registration and Academic Services to complete the specific paperwork and comply with the following:

- No more than six credit hours may be earned by independent learning during the student's academic career at IWU.
- No more than one independent learning course may be taken per semester.

- Courses with a 180 number may not be taken by independent learning.
- Students may not take an incomplete grade in an independent learning course.
- Independent learning may not be used to repeat a failing course.

All coursework is expected to be completed by the end of the semester in which the course is attempted. If medical or other extenuating circumstances arise that prevent a student from completing all coursework in that semester, a professor may, at his or her discretion, award a grade of "I" (incomplete). See full incomplete policy for additional information on the RAS portal page.

Additionally, students may pursue completion of studies through the additional types of courses as follows:

- Alternative course offering are courses that are in the catalog, but that are not on the schedule because the course did not fill or was not planned for this semester. It might also be needed for a student who has two required courses that are both offered only at the same time. The student would need to present compelling justification for why they could not just wait and take the course at a later time. There would be no extra fee to the student.
- Special topics course is often a new course that a department is running as a trial to determine demand. A course number of 396 in a specific subject code, titled Special Topics in that subject, is available for students to pursue with appropriate approvals.
- Faculty/student research course. Every subject has a course number of 495 and a course title of Research in "specific subject". These are faculty/student cooperative research projects in which the faculty and student are working together.

Audit

A student who has been accepted into an Indiana Wesleyan University degree program or as an unclassified student may choose to audit specified courses as follows:

- Audit registration is allowed on a space available basis. Undergraduate students may not register under this category until after the first day of class and must have the approval of the class instructor.
- The current audit fee per credit hour must accompany the registration.
- Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.
- The student auditing the course is not expected to participate in classroom or study group assignments or to complete homework, quizzes, or tests.
- The faculty for the course is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.
- The materials required for the course are optional for auditing students.
- The student must meet course prerequisites or be approved by the appropriate administrator of the specific college/school.
- No change may be made from audit to credit, or credit to audit after registration closes.
- Forms for admission to audit classes are available in the Admissions Office.

International Education Programs

As an educational institution, Indiana Wesleyan University has been rooted *locally* in Marion, IN for over a century, but our scope extends *nationally* and *internationally* as we develop students in character, scholarship, and leadership, and equip them to change the world for Christ.

The CAS Academic Affairs Office embodies IWU's mission and global vision by offering a variety of International Education Programs, including Education Abroad Programs for students, faculty, and staff, and Education and Exchange Programs for international students and scholars.

(1) Education Abroad Programs for Students, Faculty, and Staff

Education Abroad programs are approved according to academic policies, procedures, and structures, and they are reviewed regularly to ensure that learning outcomes are being met appropriately. Education Abroad programs are also approved by the IWU Risk Management Office to ensure international travel, health, and safety precautions are being followed. IWU adheres to the standards of good practice for education abroad as defined by the Forum on Education Abroad (www.forumea.org). For

more specific information regarding Education Abroad programs, policies, and procedures, contact the CAS Academic Affairs Office.

Education abroad programs include:

- *Travel Classes:*
Courses taught by IWU faculty that take place in an international location
- *Intercultural Fieldtrips:*
Off-campus credit-bearing experiences led by IWU faculty as part of a semester-long course in an international location
- *International Internships, Student Teaching, and Practicum Experiences:*
Independent experiences that fulfill program requirements in an international location
- *Global Service-Learning Teams:*
Opportunities to serve and learn with a team led by IWU faculty/staff in an international location (not credit-bearing, but include student learning outcomes, and may satisfy the “Intercultural Experience” general education requirement)
- *Summer/Semester Abroad Programs:*
A series of credit-bearing courses that are taken in an international location under the guidance of IWU faculty and/or affiliate program providers. The following are approved Summer/Semester Abroad Programs:
 - American Studies Program (Washington, D.C.) - <https://www.cccuglobaled.org/american-studies-program-2023-24/>
 - Au Sable Institute for Environmental Studies (Great Lakes and Pacific Rim) - www.ausable.org
 - Azusa Pacific University (Los Angeles, CA) - www.apu.edu/latern
 - BCA Barcelona (Barcelona, Spain) - www.bcanet.org
 - Contemporary Music Center (Nashville, TN) - <https://www.cmcnashville.com>
 - Creation Care Study Program (Belize, Central America, New Zealand) - www.creationcsp.org
 - Ecuador Semester - Taylor University (Cuenca, Ecuador) - www.taylor.edu
 - Gordon College in Orvieto (Orvieto, Italy) - www.gordon.edu/inorvieto
 - Houghton in Tanzania (Tanzania, Africa) - www.houghton.edu
 - Irish Studies Program - Taylor University (Greystones, Ireland) - www.taylor.edu
 - IWU Haiti Program – Division of Pre-Licensure Nursing (La Gonave, Haiti) – www.indwes.edu
 - IWU Summer in Israel – School of Theology and Ministry – www.indwes.edu
 - IWU Zambia Program – Division of Pre-Licensure Nursing (Choma, Zambia) - www.indwes.edu
 - The King’s College NYC Semester Program (New York, NY) – www.tkc.edu/nycs
 - L.A. Film Studies Center (Hollywood, CA) - <https://www.olivet.edu/lafsc>
 - LCC International University (Klaipeda, Lithuania) - www.lcc.lt/study-abroad-lithuania
 - Middle East Studies Program (Amman, Jordan) - <https://www.cccuglobaled.org/mesp/>
 - Scholarship & Christianity in Oxford (Summer) (Oxford, England) - <https://cccuglobaled.org/scio-summer/>
 - Scholarship & Christianity in Oxford (Semester) (Oxford, England) - <https://www.cccuglobaled.org/scio/>
 - Semester in Costa Rica (San Jose, Costa Rica) - www.stint.com
 - Trinity Christian College Semester in Spain (Sevilla, Spain) - www.semesterinspain.org
 - Uganda Studies Program (Mukona, Uganda) - <https://www.ugandastudiesprogram.org>

(2) Education and Exchange Programs for International Students and Scholars

As an emerging global Christian university, the residential campus of IWU in Marion, IN is a place where international students and scholars desire to reside in order to pursue their academic goals. In an effort to support these international students and scholars, the CAS Academic Affairs Office collaborates with divisions, schools, and offices, in a number of

ways, including: international student/faculty/staff recruitment and retention efforts; international student advising for students enrolled in The Bridge Program; and strategic partnership development with international schools. The International Student and Scholar Programs we currently offer include:

- *Cultural Immersion Program:*
A cultural exchange experience for international high school students that takes place on the IWU-Marion campus
- *Bridge Program* (www.indwes.edu/academics/cas/bridge-program):
A first year language program for international college students
- *Semester Abroad @ IWU Program:*
A cross-cultural learning experience for international college students on the IWU-Marion campus
- *Visiting Scholars Program:*
Opportunities for international educators to engage in professional development and interaction with faculty on the IWU-Marion campus

Cooperative Programs

Indiana Wesleyan University cooperates with various business, church, educational, and social agencies in the community and beyond to make special facilities available to enrich the programs offered to students.

Taylor University and Indiana Wesleyan University cooperate by allowing certain courses (a limit of one per fall or spring semester) to be available for full-time students from both institutions. Although there is no extra charge for the courses in this exchange, the students are responsible for their own transportation between campuses and for payment of any fees beyond tuition. Students may take a total of four classes through this program. Please contact the Registrar's Office for details.

LeTourneau University and Indiana Wesleyan University participate in an articulation agreement guaranteeing that students who satisfactorily complete the stated requirements at IWU will be admitted as engineering students at LeTourneau University with academic credit for their IWU courses. For additional information see the School of Physical and Applied Sciences.

Academic Policies

Academic Terms - College of Arts and Sciences

The regular academic year consists of a fall semester and a spring semester. Fall and spring semesters consist of 13 weeks of scheduled classes and a two hour comprehensive final exam. As a general rule, a credit hour includes a minimum of 42 hours of coursework with 1/3 being classroom or equivalent instruction and 2/3 being outside course engagement. On average a three credit hour course requires a minimum of 126 hours of work. An equivalent amount of work is required for non-classroom credits. An undergraduate student is classified as full time when enrolled for 12-17 credit hours in a semester. Graduate students are classified as full time when enrolled for 9 credit hours in a semester.

Undergraduate students who wish to register for more than 17 credit hours must meet the following criteria:

- To enroll for 18 credit hours, the student must have a 2.75 GPA.
- To enroll for 19 credit hours, the student must have a 3.0 GPA.
- To enroll for 20 hours, the student must have a 3.5 GPA.

Special sessions include:

- May Term (MA) - three weeks. May term courses are offered at discounted rates in an approximately three-week period immediately following the spring graduation. Most May courses are three credits but a maximum of four credits may be earned. Two credit hours in May is considered full time. A maximum of four credits may be earned.
- Summer Session 1 (S1) - five weeks. Three semester hours of credit is considered full time. A maximum of four credits may be earned.
- Summer Session 2 (S2) - five weeks. Three semester hours of credit is considered full time. A maximum of four credits may be earned.
- Summer1Term (S1T) - 13 weeks. Six semester hours is considered full time. A maximum of twelve credits may be earned.

Students may earn a maximum total of 17 CAS credit hours during the summer terms (May, S1, S2 and S1T).

Classification

Undergraduate CAS students enrolled for 12 hours or more are considered full-time. All students having met regular entrance requirements are classified by the University Registrar. Classification is based on the following scale:

Freshman	0-28 Semester Hours Completed
Sophomore	29-59 Semester Hours Completed
Junior	60-89 Semester Hours Completed
Senior	90 or more Semester Hours Completed
Graduate	For semester-based graduate programs, full-time is nine hours.

Grading and Evaluation - College of Arts and Sciences

A letter grade is used to evaluate coursework. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade-point average (GPA) is the number of quality points earned divided by the number of credit hours attempted.

Grade	Quality Point	Definition
A	4.0	Superior
A-	3.7	
B+	3.3	
B	3.0	Above average
B-	2.7	
C+	2.3	
C	2.0	Average
C-	1.7	
D+	1.3	
D	1.0	Failure/Also given for all unofficial withdrawals
F	.0	
WF	.0	

Failing work at time of official withdrawal after the tenth week of the semester and is counted as “F” in grade-point average

The following grades are not figured into the student’s grade-point average:

W	Passing work at time of official withdrawal
I	Incomplete
CR	Credit
NC	No Credit
AU	Audit
NA	No Audit

Dean's List

At the end of fall and spring semesters, a dean's list for undergraduate students only in CAS is collected that includes all students who have passed a minimum of 12 semester hours with a grade-point average of 3.5 or higher. All 12 hours must be passed with a letter grade other than "CR." Students are notified by the Deans for this achievement.

Incomplete Courses

All course work is expected to be completed by the end of the semester in which the course is attempted. If medical or other extenuating circumstances arise that prevent a student from completing all course work in that semester, a professor may, at his or her discretion, award a grade of "I" (incomplete).

Criteria for awarding an incomplete grade:

1. Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks
2. A death in the immediate family
3. Change in work schedule as required by employer
4. Judicial obligations
5. Other **emergencies** deemed appropriate by the instructor

Students may be asked to supply documentation of the problem.

No more than 1/3 of the coursework may be left to complete and the student must be passing the class at the time the incomplete grade is awarded. Any incomplete extended beyond the end of the next term must be approved by the Dean of the governing school. Once an incomplete grade has been awarded, the student cannot withdraw from the class. Students may not register for new courses for subsequent semesters if more than 12 hours of undergraduate or 6 hours of graduate incompletes remain on a transcript. Students who have an incomplete on file are not eligible to participate in graduation ceremonies. The entire incomplete policy is available on the Registration & Academic Services portal page.

Repeating Courses

A student may repeat once any course in which a grade below "C" ("C-," "D+," "D," "F," or "NC") was previously earned. Some specific graduate-level courses are identified as repeatable and can be repeated if a student earns a grade higher than "C" but below the level required for that specific course. Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student's grade-point average (GPA). All entries, however, remain a part of the student's permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning, credit-by-examination, by assessment of prior learning, by transfer of credit, or online or through College of Adult & Professional Studies.

If a student is retaking a course that has a corresponding lab requirement, the lab requirement must be taken.

Since a course may be repeated once, failure to achieve a satisfactory grade in a required course after two attempts may result in ineligibility to complete the major in which the course was repeated.

Grade Reporting

At the midpoint of fall and spring semester, grades for undergraduate students below "C" are reported to the Director of Registration & Academic Services. Students and their campus support system (Academic Advisor, Resident Director, Faculty, etc.) are notified. In addition this information is available to the advisors for counseling purposes. Mid-semester grades are not recorded in any way on the student's permanent record. Final grades are posted and accessible through their IWU Portal after final grades are submitted and verified by the Director of Registration & Academic Services.

Grade Changes

A final grade cannot be changed after it has been verified by the Registration & Academic Services office unless there has been an error in calculation or assignment. Faculty may submit grade changes only in the case of faculty error within 30 days of the final grade due date. In the event a non-routine change of grade becomes necessary, a written recommendation must be submitted by the faculty member to the school Dean who will determine the validity of the recommendation.

Transcripts

The student's official transcript is prepared by the Indiana Wesleyan University Registrar's Office and will show the course, grade, credit and dates of instruction for each course in all levels of study. Transcripts will include undergraduate and graduate work with the GPA divided into undergraduate and graduate calculations. Requests for transcripts of coursework at Indiana Wesleyan University must conform to the Privacy Act of 1974, which requires that all transcript requests be submitted with a signature by the student, for protection of the student's confidentiality. A transcript is official only when it bears the university seal or is electronically delivered with a proof of authenticity attached to the transcript.

It is university policy not to release a transcript if the student has any financial holds on their record or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$10 fee is charged for each transcript. Payment must be provided, along with a complete address to which the transcript is to be delivered. Please provide a current address if request is to be sent to student's home. Transcript requests can be accessed by visiting <http://www.indwes.edu/Academics/Registrar/Transcript> and submitting the request through Parchment.

GPA Requirements

The following table indicates the cumulative grade-point averages (GPA) that will result in the application of academic sanctions. The table also indicates term grade-point averages that may result in students receiving a letter of academic warning. Academic standing is assessed after final grades are due for fall and spring terms only (excluding summer terms). Students who complete 12+ credits during the summer terms from IWU's residential campus that raise their GPAs, may request their academic standing be reassessed within 7 days of their grades being verified. Academic Standing will not be reassessed after the beginning of the semester.

Students should also review specific GPA and additional requirements for progression within their individual majors/degrees.

Classification	Academic Warning	Academic Probation	Academic Suspension*
First semester Freshman	1.80 - 2.00	1.20 - 1.79	0.00 - 1.19
Continuing Freshman 0-28 credits	1.80 - 2.00	1.70 - 1.79	0.00 - 1.69
29-44 credits	<2.00 any term	1.80 - 1.89	0.00 - 1.79
45-89 credits	<2.00 any term	1.90 - 1.99	0.00 - 1.89
90 + credits	<2.00 any term		0.00 - 1.99

*Students suspended based upon their GPA may appeal this status following directions included in their suspension letter.

The sequence of levels of achievement is allowed in order to help students accommodate the graduation requirement of 2.0 for most programs (students should be aware that some programs require more than this minimum for graduation).

Academic Warning

Academic Warning is a courtesy notification to the student. The purpose is to make students aware that their recent term GPA, if repeated in future terms, could lead to cumulative GPA that would result in Academic Suspension and loss of Financial Aid.

Probation

Students who fall below the minimum GPA levels indicated above and are allowed to remain at the university will be placed on academic probation. Undergraduate students may be required to take or retake specific courses as outlined by the Registration & Academic Services (RAS) Office. Students on probation (or re-admitted on probation) must meet all requirements made by RAS on behalf of the Academic Standing Sub-committee. Students with a probation or re-admitted on probation status will be assigned an academic advisor in RAS, in partnership with their Faculty Advisor(s). Students must follow through on all meetings and requirements established for them. Students failing to comply with the requirements made by RAS may have their courses dropped or withdrawn, or be suspended or dismissed from the institution for failure to comply. No student is entitled to more than one semester on probation.

Students who fall below the minimum GPA levels indicated above and have been placed on academic probation status are ineligible to participate in most campus extracurricular activities and campus leadership, or to represent the university unless such participation is connected with a credit bearing course required in the student's current major area of study. Ineligibility for participation includes, for example, cheer team, club teams, extramural teams, intercollegiate athletics, music performance

groups, ministry teams, student organization officer, and theatre productions/performances. Students on academic probation are not eligible to enroll in courses offered through IWU-National & Global.

Most student leadership positions have requirements in addition to the minimum above. Please reference IWU Student Handbook.

Certain organizations have requirements in addition to the minimum above.

Students may also earn a probation status if they have outstanding incompletes and their current cumulative GPA is below the probation threshold.

Suspension

Undergraduate students suspended for academic reasons may reapply through Admissions after one semester away. Readmission is not guaranteed; however, all applications will be reviewed by the Director of Registration & Academic Services and/or the Academic Standing Sub-committee. Students are required to re-apply to IWU and submit demonstration of growth and ability to be academically successful. This could be demonstrated in several ways, such as: Attendance at another institution with grades in approved courses at the "C" or above level, or learning through involvement in the workforce or community involvement and reflection on their experience and ability to succeed. Students may be required to complete additional requirements to return, and should communicate with Admissions in advance of the start of a semester to ensure they can complete requirements.

Students may also be suspended if they show a lack of academic progress toward completing courses to ensure they can attain a degree. If this occurs for more than one semester, students may be suspended. Lack of academic progress means that students are completing less than two-thirds of their coursework.

Dismissal

Undergraduate students who receive their third suspension status may be dismissed from the institution. Undergraduate students dismissed for academic reasons may not reapply to the residential campus to pursue the same academic level (or lower) degree.

This dismissal would not prevent a student from returning to complete a TTN degree if they have since completed a Bachelor's degree.

Attendance Policy - College of Arts and Sciences

Attendance is essential to the philosophy of learning, character formation, and post-college life preparation at IWU. CAS undergraduate students are expected to attend all sessions of classes for which they are registered. A student failing to attend classes and not withdrawing officially may receive a grade of "F."

Students may be administratively withdrawn from any registered class that is not attended by the last day to drop a class in any term. Please see Academic Administrative Withdrawal policy.

Students are not allowed to attend classes for which they are not registered.

Faculty are required to keep an accurate record of student attendance for pedagogical and legal reasons. All Faculty must check class lists carefully during the first and second weeks of the semester to ensure their accuracy. All discrepancies must be reported to Registration & Academic Services (see Class Enrollment Policy, Faculty Handbook).

Individual Faculty must publish their attendance policy in their syllabus and should adhere to it consistently for all students in the class. Given that some medical conditions and challenges (e.g. physical health, mental health, and disabilities) may not easily align with university-approved excused absences criteria, Faculty should work with the student regarding class attendance to reach an appropriate resolution, provided the student notifies the faculty member ahead of time. (The standard practice for class attendance has been to offer excuses up to one weeks' equivalent of classes.) Beyond this recommended minimum, Faculty may be as rigid or lax as they choose on this matter so long as they keep accurate attendance records.

Online Attendance Policy (IWU-Marion)

Fall/Spring Online Courses: During the fall/spring term, a student will be considered as having attended the course when they complete a requirement for the course (posting, assignment, etc.). Non-attendance is reported at the end of week one and week two of the fall and spring terms. Any student who has not completed a requirement or notified the Faculty of their intended

participation will be reported as not attended. Faculty are required to report non-attendance by the last day to drop.

Policies for Absences

Students pursuing an excused absence from class should first consult with their individual professors prior to the absence to request class absences or ascertain possible penalty. Undergraduate students may pursue excused absences for limited reasons; graduate students should consult their relevant graduate program for applicable attendance policies. Students are responsible directly to the Instructor for all classes missed and to see that all work is made up. Students missing more than 20% of total seat time due to lack of attendance (unexcused absence) may be administratively withdrawn from that course or fail the course due to non-attendance. The Instructor of the course may inform that a student be administratively withdrawn to the Office of Student Engagement of Student Development. In the case the student is administratively withdrawn, the Office of Student Engagement of Student Development will notify the student and RAS.

Tier 1: Excused Absences without Academic Penalty

1.A. Excused Absences for Personal and Family Emergencies:

University-approved excused absences may be given by the Office of Student Engagement of Student Development in CAS and the Associate Dean of the School of Nursing, Pre-licensure Nursing** for absences from classes or chapel due to emergency medical care, hospitalization, the death of a first-degree relative or primary guardian, or other emergencies. To request an excused absence for personal and family emergencies, students should submit the request form within a reasonable time frame and with appropriate supporting documentation to the Office of Student Engagement. If a personal or family emergency absence request is approved, professors will be notified. Students are not to be penalized for these approved absences. Form: Located on the Portal under “Top Forms”

Tier 2: Conditionally Excused Absences without Academic Penalty*

Tier 2.A. University Sponsored Performances and Competitions

Students who represent the university through select university-sponsored activities, such as academic performance ensembles, athletic competitions, and university-sponsored World Impact Trips, will be excused from class. Requesting faculty are responsible for generating the electronic notifications forms to distribute to other faculty, within the first two weeks of the semester. If individual faculty are not notified via e-mail within the first two weeks, faculty members will not be required to excuse these requests. Students are excused for performances or competitions only, not to attend practices or rehearsals. (See Athletic Attendance Policy for full details.)

2.B. Field Trips and On-Campus Academic Experiences

To request an excused absence for an academic field trip, class trip, or on-campus academic experience, the requesting faculty must submit electronic notification forms to individual faculty instructors within the first two weeks of the semester. The field trips/experiences must be identified in the course syllabus as required. If alternative dates for the field trip/ experience are available, students should select the optimally non-conflicting date. If individual faculty members are not notified via e-mail within the first two weeks, faculty members will not be required to excuse these requests.

When registering for classes, please note that laboratory courses may or may not be able to provide a make-up activity.

***As delegated by the Academic Affairs Office*

Tier 3: Faculty-Determined Excused Absences

3.A. University Sponsored Activities and Club/Organizational Activities

Students participating in student clubs or organizations may appeal for up to one excused absence per semester for each course (evening courses excluded) in order to participate in an approved activity. Requests for the student to be excused must come from the faculty advisor of the student organization on the prescribed electronic form and include a written justification based upon the IWU mission. This request must be made at least two weeks prior to the activity and submitted electronically directly to the instructing faculty members. Faculty members may excuse these requests but are not obligated to do so.

3.B. Professional Development Days

Students in their final four semesters at IWU may receive permission from their professors to miss each class up to two times for graduate school interviews, job interviews or fairs, and other professional development opportunities that are closely aligned with supporting future employment or internship opportunities both before and after graduation. To receive an excused absence, a student must submit a request with supporting documentation to their individual faculty members at least two weeks in advance of the absence. Faculty members are encouraged to support these excused absence requests but are not obligated to do so.

Form: Located on the Portal under “Top Forms”

ADDITIONAL NOTE: Accommodations for Medical Conditions

Disability Services oversees “attendance accommodation” for a student facing an ongoing medical condition that is regulated by ADA (disabilities) or Title IX (pregnancy) guidelines. Disability Services is responsible for contacting the instructor to discuss the need for absences and the impact of the absences on course objectives and activities. Disability Services will draft an agreement with the faculty member and the student regarding these absences.

Final Examination Policy

A final examination is required in each course. It should be comprehensive in nature, requiring the student to use the accumulated knowledge and skills of the whole course. The two hours of final examination are scheduled as part of the total hours required in the semester. Although certain kinds of courses such as clinicals, practica, student teaching, studio instruction, and seminars may be exempted from final examinations, students must still plan to meet for instruction in the scheduled time. Alternative activities in such courses should be described in the course syllabus.

Scheduled final examination times are expected to be adhered to with rare exceptions.

In the event a student has three or more final exams scheduled on one day, arrangements can be made with the professor no less than one week prior to change the exam or exams that fall in the middle. Whenever possible, the rescheduled exam should be given at a time later than the originally scheduled period. If three or more exams fall on the final day of exams, it is then acceptable to move the middle exam(s) to one of the other final exam days. Request forms for moving an exam may be obtained from the portal on the registration page.

If a student or an entire class requires a makeup examination due to an emergency, the exam must be given at a time later than the scheduled period. This may mean that the student(s) may need to request an "Incomplete" in the course until the exam has been submitted.

If a student requires an examination be moved to an earlier time for other reasons, the student must request a written exception be issued by the appropriate Associate Dean/Dean. Under normal circumstances, students may not take final examinations early.

Honesty, Cheating, Plagiarism, and Forgery

Academic dishonesty is inconsistent with scholarship and the pursuit of knowledge and Christian character. Thus, Indiana Wesleyan University expects students to be honest in all academic work and with all university records. Incidents of cheating, plagiarism, falsification of any university documents or any other dishonest action will be investigated and judged by the appropriate academic leader. It is the responsibility of each student to be aware of policies regulating academic conduct including definitions of academic dishonesty, the possible sanctions, and the appeals process.

Coursework

Students are expected to exhibit honesty in the classroom, in homework and on quizzes and tests. Each instructor should define what constitutes honest work in a specific course. Any deviation from ordinary standards, such as the permitted use of notes for an examination or an “open book” test, should be stated clearly by the instructor.

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise. Examples of cheating include:

1. Submitting work for academic evaluation that is not the student's own.
2. Copying answers from another student during an examination.
3. Using prepared notes or materials during an examination.
4. Permitting another student to copy one's work.
5. Plagiarism – see below for definition
6. Falsification.
7. Other misrepresentations of academic achievement submitted for evaluation or a grade.
8. The submission of papers or other work that one has submitted in a previous class or classes without appropriate citation and/or permission of the instructor.
9. Facilitating the academic dishonesty of others. Examples include, but are not limited to, uploading work to a tutoring website or sharing work with friends, roommates, and classmates.

The *Publication Manual of the American Psychological Association*, (7th, 2020) indicates “Plagiarism is the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit they are due, whether deliberate or unintentional, plagiarism violates ethical standards in scholarship” (p. 254). Students must not take credit for work that is not their own. Plagiarism is a moral, ethical and legal offense.

Examples of plagiarism include, but are not limited to:

1. Copying another person's actual words without the use of quotation marks, source citation, or footnotes.
2. Presenting another person's ideas or theories in your own words without citing the source.
3. Failing to acknowledge contribution and collaboration from others.
4. Using information that is not common knowledge without citing the source.
5. Submitting downloaded papers or parts of papers, "cutting and pasting," or paraphrasing or copying information from Internet sources without proper acknowledgment of a source.
6. Submitting papers acquired or purchased from another individual or organization.
7. Submitting an original paper or work completed for one course to meet the requirements for another course (self-plagiarism as per the 7th edition of the APA manual, p. 256).

Sanctions

Because the matter of cheating cumulatively leads to dismissal, faculty are required to report each case to the appropriate university administrators who in turn reports the case to the academic leader of the specific college/school. Evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

Any student apprehended and charged with cheating, including plagiarism, during his or her college matriculation, shall receive the following discipline:

1. First incident of cheating: no credit (i.e., no points given) in paper, assignment, or exam.
2. Second incident of cheating: failure in the course involved.
3. Third incident of cheating: dismissal from the university.
4. Students in any programs or any courses are expected to understand clearly the nature of cheating and are subject to dismissal from the university for any egregious act of academic dishonesty or cheating, without the need to follow the steps listed above.
5. Discovery of any dishonest action for students who have been awarded an IWU degree may result in rescinding of said degree without the need to follow the steps listed above.

A student who is not satisfied with the disciplinary action may follow the grievance and appeal policies of the appropriate academic unit.

University Records: Falsifying or forging any university record or using unauthorized access to any university system is considered a dishonest action and is subject to review and possible sanctions. Incidents of such will be investigated and judged by the appropriate academic leader. It is the responsibility of each student to be aware of policies regulating academic conduct including definitions of academic dishonesty, the possible sanctions, and the appeals process.

Falsification of Academic Records or University Documents: Falsification of academic records or documents includes but is not limited to altering any documents affecting academic records; forging signatures; or falsifying information of an official document such as a grade report, ID card, financial receipt, or any other official university letter or communication. This includes information downloaded (printed) from student information available via Web (online) services.

Unauthorized Access to Computerized Academic or Administrative Records or Systems: Unauthorized access to computerized academic or administrative records or systems means viewing or altering the university's computer records without authorization; copying or modifying the university's computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; or interfering with the use or availability of computer systems information.

Students who are found to have falsified university documents or participated in unauthorized access to computerized academic or administrative records or systems are subject to the following sanctions:

Sanctions:

1. Dismissal from the university for a single incident.
2. Discovery of any dishonest action for students who have been awarded an IWU degree may result in rescinding of said degree.
3. The university may consider legal action for any individual found to have participated in these actions.

A student who is not satisfied with the disciplinary action may follow the grievance and appeal policies of the appropriate academic unit.

Petition, Appeals, and Grievances (Academic)

During a student's academic career, there may be occasion to file a petition, an appeal or a grievance.

Petition: A petition is used to request an exception to an academic policy. The exception to academic policy must be due to the situation being outside the circumstances for which the policy was intended.

Appeal: An appeal is used to either request a change in grade, dispute academic dishonesty, or appeal the decision of a petition or academic suspension.

Grievance: A grievance is an assertion that the university has not followed published policy, has applied policy incorrectly or non-uniformly, or that the policies and/or actions of the university are unjust.

Students must begin with the awareness that the university follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. These differ widely from professor to professor and from college to college. Indiana Wesleyan University allows its instructors independence in following generally accepted practices.

A student who has an appeal or grievance related to a course grade or academic policy should follow these procedures outlined below.

Academic Petition

If a student wishes to request an exception to an academic policy, the steps for an academic petition are as follows:

1. Students must complete a General Academic Petition, available in the RAS Office in the Barnes Student Center or on the RAS portal page. This form requires the signature of the student's academic advisor as well as the Division Chair of the division that oversees the policy or course in question.
2. Students must submit the completed document to RAS who will forward the petition to the appropriate academic leader.
3. The academic leader will issue a final ruling on the petition and RAS will inform the student of the decision.

Appeal of a Petition

A student may appeal the outcome of an academic petition under limited circumstances, namely if new information that could affect the outcome has become available that was not previously available. The appeal must include additional information, appropriate justification, and/or relevant documentation that further explains why the appeal should be granted. To file an appeal, students must submit a Formal Academic Grievance / Grade Appeal form available from the Academic Affairs Office. Appeals will be reviewed by the appropriate academic leader.

Appeal of Grade

If the student feels that an instructor has not followed the published grading policy or if the student feels there was an error in grade calculation, the student is encouraged to discuss their concerns with the faculty member directly or through the facilitation of the Division Chair. This must be done within 10 business days of when the grade was made available to the student. After that conversation, if the student still feels the grade was unjust due to error or inconsistency with those grades assigned to other students, the student may file a formal appeal. The steps for a formal appeal are as follows:

1. The student must complete and submit the Formal Academic Grievance / Grade Appeal form, available in the Academic Affairs Office (AAO) in the Jackson Library. If the grade concern involves a faculty member, the student must provide evidence to request a review with the Division Chair of the academic unit that offers the course in question. If the grade concern involves the Division Chair, then appropriate academic leader from the area in which the course is offered will conduct the review. If the grade concern involves an academic leader, then another appropriate academic leader will conduct the review.
2. The appropriate academic leader will notify the faculty member of the review and seek to mediate the dispute. The appropriate academic leader will then review the details of the case with the student and faculty member (separately).
 - a. If the dispute is over a grade received on a specific project or examination, the academic leader will request a second evaluation of the specific project or examination, with the grading rubric, by two faculty members with knowledge of the academic discipline. The faculty members will submit their evaluations to the academic leader within 10 business days.
 - b. If the dispute is over a course grade, the academic leader will review the course information including but not limited to, course syllabus, grading policies and grade calculations.
3. Once the academic leader has received and reviewed all information, they will make a judgement as to whether the grade has been misevaluated by more than one full grade. If so, the grade may then be changed. If a Division Chair conducts the review, the recommendation will be forwarded to the appropriate academic leader. The decision of the academic leader will be final in all grade appeals. If the complaint involves academic leader, then another appropriate academic leader will conduct the review. All decisions on appeals will be completed within 10 business days of receipt of the faculty review.
4. A student may appeal the outcome of this process to the VPAA if new information that could affect the outcome has become available that was not previously available or if the decision included institutional error or gross inconsistency. The appeal must include additional information, appropriate justification and/or relevant documentation that further explains why the additional appeal should be granted.

Academic Dishonesty Appeal

To appeal the finding of academic dishonesty:

1. Students must complete the Formal Academic Grievance / Grade appeal form available from the Academic Affairs Office, in Jackson Library.
2. The form is then submitted to the appropriate Division Chair for review (if the Division Chair is also the faculty member then the appeal is submitted to the Academic Dean). Appeal forms must be submitted within 10 business days of official notification of Academic Dishonesty.
3. The Division Chair conducts a review of the information and makes a decision on the appeal, within 10 business days of receipt of appeal. If the Division Chair overturns the appeal, the student will be notified of the decision.
4. If the Division Chair denies the appeal, it will be forwarded to the appropriate academic leader. The academic leader may choose to meet with the student and/or faculty member. The decision will be final in all appeal cases. All decisions will be completed within 10 days of receipt of denial from Division Chair.

5. A student may appeal the outcome of this process to VPAA if new information that could affect the outcome has become available that was not previously available. The appeal must include additional information, appropriate justification and/or relevant documentation that further explains why the additional appeal should be granted.

Grievance

If a student believes that the university has not followed published policies regarding academic decisions or actions of the university are unjust, the student may file a grievance. If possible, students are encouraged to first pursue the informal procedure

(Title IX Violations, sexual harassment or illegal discrimination issues have separate and particular processes for resolution Any such issue should be immediately reported using the University's Incident Reporting Form https://cm.maxient.com/reportingform.php?IndianaWesleyanUniv&layout_id=0

A. Informal Procedure

1. The student should contact the person who has made the decision for a full explanation of the university policy, or the federal or state policy, and how the policy was followed. If the university policy has been followed, that should resolve the complaint.
2. If the complaint is not satisfactorily resolved, the student may request a meeting with the Division Chair.
3. If the complaint is not satisfactorily resolved with the Division Chair, the student may request a meeting with the school's academic leader.
4. If the complaint is not satisfactorily resolved with the academic leader informally, the formal procedure may be initiated.

B. Formal Procedure

1. The informal resolution may be ended at any time and the complainant may begin the formal procedure by submitting a written grievance form within 30 days of the policy decision. Grievance forms are available in the Academic Affairs Office.
2. The student may then make a request within 15 working days for a meeting with the School Dean to review the formal grievance.
3. If the complaint is not satisfactorily resolved with the school dean, the student may then request within 15 working days a hearing with the VPAA.

The decision of the VPAA will be made within 15 working days of such a request and will be final in all academic policy disputes.

The complainant will be notified of results at each step of the grievance process. All grievances, with all papers, recommendations, and decisions related to federal or state regulations, will be reported to the VPAA in whose office all files will be kept..

Because grievance and appeal processes are private university administrative hearings, legal counsel or representation is inappropriate.

Academic Requirements

Students pursuing majors in the College of Arts and Sciences are expected to complete all academic requirements pertaining to their major. Additional requirements may be identified by specific divisions or programs and students should contact those areas for further information.

Degrees Offered

Indiana Wesleyan University confers the following degrees in the College of Arts and Sciences:

- Associate of Arts (A.A.)
- Associate of Science (A.S.)
- Bachelor of Arts (A.B./B.A.)
- Bachelor of Engineering (B.S.E)

Bachelor of Science (B.S.)
 Bachelor of Fine Arts (B.F.A.)
 Bachelor of Science in Nursing (B.S.N.)
 Bachelor of Social Work (B.S.W.)
 Bachelor of Music (B.Mus.)
 Master of Arts (M.A.)
 Master of Practical Theology (M.P.T.H.)
 Master of Social Work (M.S.W.)
 Doctor of Occupational Therapy (O.T.D.)
 Doctor of Physical Therapy (D.P.T.)

Degree Requirements - College of Arts and Sciences

College of Arts and Sciences (CAS)

To earn a degree from Indiana Wesleyan University, undergraduate students must earn at least 30 semester hours of course credit needed to fulfill degree requirements at IWU, including a minimum of 18 credit hours from any major and 9 credit hours from any minor. Once students achieve senior status (90 credit hours earned), a student may transfer in no more than 8 additional credits. Students with incompletes are not eligible to participate in graduation ceremonies. The clinical experience required of medical technology majors, or a semester away in a university-approved program, is accepted as in residence.

Associate Degree

1. Completion of 62 semester hours (some majors may have additional hours to meet the requirement).
2. Cumulative GPA of 2.0 or higher
3. Completion of at least 24 semester hours in the major area with a GPA of 2.0 or higher; major requirements as prescribed by each department must be met.
4. Completion of general education requirements. If a student chooses to have multiple majors, the degree designation is based upon the first major.

Bachelor's Degree

1. Completion of at least 124 semester hours (some majors may have additional hours to meet the requirement).
2. Cumulative GPA of 2.0 or higher
3. Completion of the designated semester hours in the major area with a major GPA of 2.25 or higher or as required by the major. Additional requirements as prescribed by each department must also be met.
4. Completion of general education requirements. If a student chooses to have multiple majors, the degree designation is based upon the first major.

Graduate Degrees: Master's and Doctoral

Please see each programs requirements as listed in the catalog sections and program handbooks.

Catalog Governing Graduation

Students must fulfill all university and departmental requirements for the catalog under which he or she was enrolled.

Students may meet the graduation requirements as stated in the university catalog under which they enrolled, provided they maintain continuous enrollment and make normal progress toward a degree so that the degree may be earned within a maximum of six years. **If students withdraw from Indiana Wesleyan University, the graduation requirements, as stated in the catalog under which they resume enrollment, will apply.** Students moving from one principle academic unit to another must meet requirements as stated in the catalog that is current at the time they make such changes. Students may at any time change from an earlier catalog to a subsequent current catalog, but must meet all requirements for graduation of that catalog. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Undergraduate Degrees and Majors Offered

Majors — A.S. and A.A. Degrees

Most programs leading to the A.S. or A.A. degree require 24 hours in the major subject. Each department offering these degrees specifies the required courses. Each major designates the degree.

Majors — B.S., B.S.E., B.S.N., B.Mus., B.S.W., B.F.A., and A.B./B.A. Degrees

A major will consist of at least a minimum of 40-48 hours of approved courses. Some programs may require more than 48 hours when required for accreditation standards, the Guild, or Graduate School. Each major specifies the designated course requirements.

A minimum of 12 hours in the major must be in courses above the sophomore level. A grade-point average of 2.25 or higher, or as defined in each major, must be earned in courses specified in the major. More than one major may be taken.

Students should make application for admission to the major by the end of the sophomore year in most cases.

Minors

Students may also take a minor subject as noted in each department. A minor will consist of a minimum of 18-24 hours in the subject area. Each department offering the minor may specify required courses. A grade-point average of 2.0 or higher, or as defined in each minor, must be earned in courses specified in the minor. No more than three hours may be shared between a minor and a certificate. A minor must include a minimum of 15 unduplicated hours between it and all other majors or minors.

Certificates

A certificate is a coherent collection of courses that fulfill specified learning outcomes leading to certification of mastery. A certificate must be 12 or more credit-hours. Up to 3 credit hours may be shared between a certificate and a minor, or between a certificate and a concentration/specialization, or between two certificates. Up to 6 credit hours may be shared between a certificate and a major (undergraduate or graduate).

Specialization

A specialization (or concentration) is a coherent collection of courses, totaling at least 12 credit hours, that fulfills specified learning outcomes as an optional or elective part of a degree program. Up to 3 credit hours may be shared between a concentration/specialization and a certificate, or between two specializations/concentrations.

Second Majors

A second major may be declared with Registration and Academic Services by any current student. A student must earn a minimum of 51 unique (unduplicated hours) between the two majors. No more than six hours of credit may be shared between a major and a certificate. The student may select which major is considered the first major when the degrees of those majors are different. A minor must include a minimum of 15 unduplicated hours between it and all other majors or minors.

After graduating with a baccalaureate degree, a student may add a major by completing the requirements of the major subject as listed in the current catalog. If no additional coursework in the proposed added major have been taken within 10 years of graduation, a minimum number of nine new credits in the major are required. New general education requirements will not need to be met to post an additional major. Students adding a second major are not eligible to participate in graduation again. The second major can only be posted at one of the conferral dates.

Second Degrees

If an Indiana Wesleyan University graduate wishes to return to the university to earn **a second degree at the same degree level**, he or she may do so if pursuing a different degree and major. All current requirements for the second degree must be met, including general education requirements, and at least 30 additional semester (IWU) hours must be taken.

To have this opportunity, a student must make application to Registration & Academic Services at the beginning of the semester in which the second major/degree will be completed.

Late declaration of a major, double majoring, or the addition of a minor may delay the date of graduation.

Majors and Minors

Undergraduate

(Minor is indicated as MNR in the chart below.)

Accounting	MNR	AS	BA
Actuarial Science	MNR		
Addictions Counseling			BS
Addictions Studies	MNR	AS	
Applied Music			AB
Applied Spanish and Hispanic Culture			AB
Bible	MNR		
Biblical History and Geography	MNR		
Biblical Languages	MNR		
Biblical Literature		AA	AB
Biblical and Theological Studies			AB
Biochemistry			BS
Biochemistry, ACS			BS
Biology	MNR	AS	BS
Biology Education			BS
Business Administration	MNR	AS	BA
Ceramics	MNR		
Chemistry	MNR	AS	AB, BS
Chemistry, ACS			BS
Chemistry Education			BS
Children's Ministries	MNR	AS	BS
Christian Education	MNR	AS	BS
Christian Foundations	MNR		
Christian Ministries	MNR	AS	AB, BS
Coaching Education	MNR		
Community Development	MNR		BS
Computer Information Systems			BS
Computer Science	MNR	AS	BS

Criminal Justice	MNR	BS
Data Science	MNR	BS
Economics	MNR	BS
Education-Elementary		BS
Exceptional Needs	MNR	
Language Arts	MNR	
Mathematics	MNR	
Science	MNR	
World Language and Culture	MNR	
Education--Elementary/Exceptional Needs Double Major		BS
Education--Exceptional Needs		BS
Education-Secondary		BS
Biology Education		5-12
Chemistry Education		5-12
English Education		5-12
Mathematics Education		5-12
Music Education		P-12
Science Education		5-12
Social Studies Education		5-12
Spanish Education		P-12
TESOL Education		P-12
Theatre Education		P-12
Visual Arts Education		P-12
Engineering	MNR	BSE

English	MNR		AB
English Education			BS
Entrepreneurship			BA
Environmental Science	MNR		BS
Exercise Science			BS
Finance			BA
General Studies		AS	BS
Global Ministries	MNR		AB
Graphic Design	MNR		AB
Health Promotion and Wellness	MNR		
History	MNR		AB, BS
Human Communication Studies	MNR		BS, AB
Illustration	MNR		AB
Intercultural Studies	MNR	AS	AB
International Relations	MNR		BS
Journalism	MNR		
Management			BA
Marketing			BA
Mathematics	MNR		BS
Mathematics Education			BS
Mathematics-Interdisciplinary			BS
Media Communication	MNR		
Media Design	MNR		

Medical Technology		BS
Military Leadership	MNR	
Multimedia Communication		BS
Music	MNR	
Music Composition		BMus
Music Education		BS
Music Therapy		AB
National Security Studies	MNR	
Nursing		BSN
Painting	MNR	
Pastoral Counseling and Care	MNR	BS
Performance		BMus
Philosophy and Religion	MNR	
Photography	MNR	
Physics	MNR	BS
Political Science	MNR	BS
Political Science Pre-Law		BS
Pre-Art Therapy		BS
Psychology	MNR	BS
Recreation Management	MNR	
Science Education		BS
Shakespeare in Performance	MNR	
Social Studies		BS

Social Studies Education		BS
Social Work		BSW
Sociology	MNR	
Songwriting		AB
Spanish Education		BS
Spanish	MNR	
Sports Management		BS
Sports Ministries	MNR	BS
Statistics	MNR	
Strategic Communication	MNR	BS, BA
Studio Arts	MNR	AB
TESOL (Teaching English to Speakers of Other Languages)	MNR	AB
TESOL Education		BS
Theatre	MNR	BS, BA
Theatre Education		BS
Theology	MNR	
Theology and Philosophy		AB
TTN - Transition to Nursing (Accelerated 2nd degree)		BSN
Urban Ministries	MNR	
Visual Arts Education		BS
World Languages	MNR	
Worship Arts		BS
Worship Ministries		BS
Worship Studies	MNR	

Worship Studies and Music Ministry			AB
Writing	MNR		AB
Youth Ministries	MNR	AS	BS

Other Programs

Bible	Only as a 2nd major
Honors Humanities	Not a stand-alone major
Honors Humanities Minor	Partnered with a stand-alone major
Pastoral Ministries	Not a stand-alone major
Pre-Health Care Sciences	Not a stand-alone major
ROTC Program	
Studies in the Holy Land Minor	Summer program

Graduate Majors

Athletic Training	MS
Biblical and Theological Studies	MA
Christian Theology	MA
Kern Mentoring Program	MPTH
Occupational Therapy	OTD
Physical Therapy	DPT
Practical Theology	MPTH
Social Work	MSW
Spiritual Care	MA

Certificates

Addictions Counseling	Undergraduate
Child Advocacy Studies	Undergraduate
Design Thinking	Undergraduate
Human Trafficking Studies	Undergraduate
TESOL	Undergraduate

General Education Requirements

Students will

1. **Written Communication:** Write clearly and effectively for a specified audience and purpose.
2. **Speaking and Listening:** Communicate effectively with diverse audiences, both verbally and non-verbally, and listen with empathy for shared understanding.
3. **Quantitative Reasoning:** Solve mathematical problems enabling determination and communication of reasonable solutions.
4. **Scientific:** Apply qualitative and quantitative methods to gather data and generate evidence-based conclusions.
5. **Social and Behavioral:** Compare and contrast contending interpretations for social, behavioral, or historical phenomena.
6. **Humanistic and Artistic:** Interpret the aesthetic properties of creative artistic forms as living abundantly.
7. **Integration of Faith:** Apply tenets of the Christian faith to the thinking, dispositions, and actions that form their character.

For transfer students who have fulfilled the Indiana Common Core, see the corresponding section below regarding additional IWU General Education Requirements.

General Education Requirements - Associate Degree

Preparatory Requirements (0-6 hours)

All supporting requirement courses require a “C” or higher. At the time students register at IWU, they will be informed whether it is necessary to take any of the following preparatory courses:

ENG-119 Effective Writing – Students are required to take ENG-119 in their first semester unless they have met one of the following components:

1. A 2017 or more recent ACT/SAT score of:
 - a. SAT subscores of Reading and Writing of 25 or above (RSAT WL & RSAT R of 25 or above) as determined at time of registration
 - b. ACT of 19 or above (ACTE 19 or above)
2. A High School GPA of 3.0 or higher
3. A transfer course or AP score that equates to ENG-119, Effective Writing, or ENG 120, Research Writing.
4. A transfer student with 12 or more credits with a minimum of a 2.0 college GPA.

MAT-101 Introductory Algebra – Students are required to take MAT-101 unless they have met one of the following components:

1. A 2017 or more recent ACT/SAT score of:
 - a. Math SAT 480 or above (RSAT)
 - b. Math ACT 19 or above
2. A High School GPA of 3.0 or higher as determined at time of registration
3. A transfer course or AP score that equates to a Math Course
4. Completion of a preparatory math course at another institution

Students who have not fulfilled this requirement within their first 30 hours will not be allowed to enroll in courses at IWU unless they are also enrolled in MAT-101.

	A.A.	A.S.
Humanities (ENG-180/HST-180/MUS-180/PHL-180 and FYE requirement)	12	6

Biblical Literature and Theology (BIL-101, BIL 102 and THE-101)	9	6
English (ENG-120/Grade of "C")	3	3
Language and Literature (CHI/COM/ENG/FRE/GRE/HBR/SPA)	3	0
Physical Education (PHE-101 and one additional PHE course numbered 102-139 or other specified courses)	2	2
Social Science (ECO/HST/POL/PSY/SOC)	3	3
Science and Mathematics (BIO/CHE/CIS/EAR/MAT-103 or above/PHY/SCI)	3	3
	35	23

Preparatory and Competency-Bachelor's Degree

Supporting Requirements (0-6 hours)

All supporting requirement courses require a "C" or higher. At the time students register at IWU, they will be informed whether it is necessary to take any of the following preparatory courses:

ENG-119 Effective Writing – Students are required to take ENG-119 in their first semester unless they have met one of the following components:

1. A 2017 or more recent ACT/SAT score of:
 - a. SAT subscores of Reading and Writing of 25 or above (RSAT WL & RSAT R of 25 or above) as determined at time of registration
 - b. ACT of 19 or above (ACTE 19 or above)
2. A High School GPA of 3.0 or higher
3. A transfer course or AP score that equates to ENG-119, Effective Writing, or ENG 120, Research Writing.
4. A transfer student with 12 or more credits with a minimum of a 2.0 college GPA.

MAT-101 Introductory Algebra – Students are required to take MAT-101 unless they have met one of the following components:

1. A 2017 or more recent ACT/SAT score of:
 - a. Math SAT 480 or above (RSAT)
 - b. Math ACT 19 or above
2. A High School GPA of 3.0 or higher as determined at time of registration
3. A transfer course or AP score that equates to a Math Course
4. Completion of a preparatory math course at another institution

Students who have not fulfilled this requirement within their first 30 hours will not be allowed to enroll in courses at IWU unless they are also enrolled in MAT-101.

Competency Requirements (0-9 hours)

Courses taken to satisfy any of the following competencies must be passed with a grade of "C" or better. Any course identified as meeting a university competency must be passed with a minimum grade of "C."

Writing Competency Requirement (0-3 hours)

Demonstrated by one of the following: Successful completion of English Composition (ENG-120) or AP Credit. Students with Advanced Standing in English (SAT RW of 670 or above, RSAT WL 36 or above, or ACTE of 29 or above) must successfully complete one of the following courses (WRI-165, WRI-234, WRI-281, WRI-282). Requirement must be met within the first 30 hours of coursework.

Communication Competency Requirement (0-3 hours)

Demonstrated by successful completion of Principles of Communication (COM-100) or when specified by the student's major, completing specific course/competency requirements. It is recommended that this requirement be met within the first 60 hours of any degree program.

Intercultural Experience (IE) Competency Requirement (0-3 hours)

Requirement may be met by taking an approved course. Some majors have designated a specific course; other majors allow the student to select from a university approved list. Some courses will involve travel. They may not be met by CLEP, AP Credit, or transfer credit. The following courses meet the General Education Intercultural Competency requirement **for students in majors that allow them to select from a university approved list only**: ART-476, ACC/BUS-390, BIO-325, CHI-117, CHI-118, CHI-237, CHI-238, ENG-239, GEO-202, HNR-375, HST-380, INT-124, INT-220, INT-322, INT/COM-280, LDR-265, NUR-400 with 400L, PHE-248, PHL-248, POL-232, PSY-291/ADC-291, REL-240, SOC-210, SOC-225, TSL-203, TSL-385, WRI-370, WOR-238.

In addition, the Academic Affairs Office oversees many experiences which may also be approved to fulfill this requirement, including a student portfolio option for students whose upbringing or a previous course or experience may satisfy this requirement.

General Education Requirements - Bachelor's Degree

General Education Requirements

The general education requirements provide a common experience for all students; therefore, the courses ENG-180, HST-180, MUS-180, PHL-180, and New Student Orientation (NSO)/First Year Experience (FYE) requirement must be completed at Indiana Wesleyan University and are not eligible as transfer credit once the student is enrolled. These courses target specific outcomes desired of all graduates in accordance with IWU's mission and are required of all students as a designed common experience component.

All students must complete the current complement of 180 courses (ENG-180, MUS-180, HST-180, PHL-180) within the first four semesters of their academic program.

Core Requirements

NSO/FYE Requirement

New Student Orientation and First Year Experience courses are designed to connect students to the IWU community, to prepare them for their experiences here, and to begin developing an understanding of IWU's mission and philosophies of General Education and Life Calling. In these ways, these two interconnected programs seek to foster student success and flourishing by aiding in a smooth transition to college and by guiding students into the pursuit of truth for lives of service as Christ's ambassadors of reconciliation in a broken world. All students are required to participate in NSO and FYE during their first semester.

Humanities Core (12 hours)

ENG-180	Humanities World Literature	3
HST-180	Humanities World Civilization	3
MUS-180	Humanities Fine Arts	3
PHL-180	Humanities Philosophy	3

These courses are built on the model of a basic focus on seven major historical periods: Great Age of the Greeks, Greco-Roman World, Medieval Era, Renaissance and Reformation, Rise of Modern Empire and Age of Enlightenment, Nineteenth Century, and Twentieth Century. John Wesley Honors College students may meet this requirement through different means (please see catalog section).

Biblical Literature and Theology (9 hours)

Two courses in biblical literature (BIL-101 and BIL-102) and THE-101 Theology of Christian Life.

Advanced Writing or Literature (3 hours)

One course in writing (WRI) above 120 or literature (ENG) above 200 EXCEPT for ENG-140, ENG-141, ENG-170, ENG-201, ENG-241, ENG-352, ENG-383TE, ENG-455 and WRI-210, COM-223, WRI-360, WRI-356, WRI-475.

Health and Wellness (2 hours)

Students may take two PHE Activity courses in one semester. The courses must be taken sequentially (i.e., one must meet in the first half of the term; the other must meet in the second half of the term). Students may add the second class up until the day the class starts if there are openings in the class, and the drop/add slip is signed by the professor of the class.

PHE-101	Concepts of Health and Wellness	1
PHE-102-	One PHE Activity Course	1
139		

(or select additional courses)

Social Science (9 hours)

Three courses - No more than one from any of the following areas:

ECO	Economics	3
HST	History	3
POL	Political Science	3
PSY	Psychology	3
SOC	Sociology	3

Science/Mathematics (7 hours)

Lab Science	4

Mathematics (MAT-104, MAT-107, MAT-111, MAT-112, MAT-113, MAT-120, MAT-130, MAT-204, MAT-223, MAT-253, MAT-254, MAT-255 or MAT-305) **or**

Computer (CIS-117, CIS-121, CIS-122, CIS-125 or CIS-126) or	3

CLEP Test (College Mathematics, College Algebra, or Calculus) **or**

AP Exam (Calculus or Statistics)

Indiana College Core - Formerly Statewide Transfer General Education Core

Indiana Wesleyan University participates voluntarily in the Indiana College Core program in order to serve students who begin their studies at other schools; however, we recognize significant benefit to completing general education courses at IWU, rather than elsewhere. The IWU general education curriculum is integrated with the Christian narrative of our relationship with God and his creation. It leads us to love God more fully and more deeply. "As an expression of the love of God, general education in the liberal arts has as its end the love of God, neighbor, self, and creation that leads to human flourishing and the flourishing of creation, developing students to pursue, engage, and apply God's truth ever more effectively as Christ's ambassadors of reconciliation in a broken world (2 Cor 5:17-20)." (*Reconciling Truth Through Love: A Philosophy of General Education*, IWU College of Arts and Sciences, 2014)

The Indiana College Core is a block of 30 credit hours, defined individually by each participating Indiana educational institution, that fulfills six specific general education competencies. Participating schools agree to certify transferring students who have completed the core and to honor the certification of other schools regarding transfer students. A student completing the core at any participating institution is counted as having completed the core at every other participating institution, even though the courses are not identical. Completion of local College Core requirements will be validated and documented by the institution or campus of enrollment. A full explanation is available at: http://www.in.gov/che/files/STGEC_FAQs_6.25.13.pdf

The College Core constitutes a portion of the entire IWU general education curriculum. Students transferring in with the Indiana College Core certification are still required to fulfill the remainder of the general education curriculum. Students should notify IWU-Marion's Registration & Academic Services Office of their Indiana College Core completion to ensure proper registration. The following table details the IWU general education courses not included in the Indiana College Core.

IWU General Education Requirements Beyond the Indiana College Core

College of Arts and Sciences	Credits
New Student Orientation (with FYE)*	0
Intercultural Experience	0-3
Biblical Literature	6

Theology	3
Total	9-12**

*In the first semester at IWU, a student must take one of the courses above with an FYE (First Year Experience) designation. The NSO experience is part of the FYE course.

**The combination of the Indiana College Core courses and these additional courses must total a minimum of 42 General Education hours for CAS. If that number of hours has not been achieved in the combination of the two, students may choose to take any course(s) in the IWU General Education package that they have not already taken. Transfer students should work with their academic advisors to find which course(s) would be best.

Acceptance of Indiana College Core certification is separate from the acceptance of transfer-in courses, credits, and grades, which is governed by separate university policy as detailed in the university catalog. It is conceivable that an incoming student whose completion of the core included courses with grades below a C could bring in certification of the completed core but transfer in fewer than 30 credits of general education courses. Such students will be required to complete the appropriate additional general education requirements as listed in the table above, fulfill all requirements of their chosen major(s), and accumulate the required minimum number of credits for graduation through a combination of general education, major, and elective courses. In addition, completion of the Indiana College Core does not add to, subtract from, or alter any other degree requirements, including major, minor, or certificate requirements. Students must, therefore, work closely with an advisor to determine what relationship, if any, exists between requirements for general education and other degree requirements.

The IWU courses that fulfill the Indiana College Core are listed in the following table (for students transferring from IWU):

Indiana College Core Outcome	College of Arts and Sciences	Credits
Written communication	- ENG-120 - Advanced writing	3-6
Speaking and Listening	- COM-100 - Course(s) specified my major to fulfill COM requirement	3
Quantitative Reasoning	Mathematics or Computer	3
Scientific Ways of Knowing	Lab science	4
Humanistic and Artistic Ways of Knowing	- ENG-180 - HST-180 - MUS-180 - PHL-180	9-12

	• Advanced literature	
Social and Behavioral Ways of Knowing		6-9
	• One each from two or three of the following: ECO, HST, POL, PSY, SOC	
Total (must be reached to fulfill the Indiana College Core requirements)		31

Major Requirements: 40-60+

Each major has a specified list of courses and requirements. Some major requirements overlap with general education requirements. Students should consult the major requirements before registering for any course. Students are responsible for registering for the proper courses and should do so only after consulting with their academic advisor.

Graduation Requirements and Procedures

Application for graduation must be made one year before the expected graduation date. Application forms are available in the Registration and Academic Services office and on the Registration and Academic Services (RAS) portal page. The application form must be completed and signed by all academic advisors. A student may complete his/her requirements at midyear, in the spring, or in the summer. Commencement exercises are held in December and April. Students who have met graduation requirements for August conferral would walk in the previous April. Students who have met graduation requirements for February conferral would walk in the previous December. Students will be conferred on the conferral date after completion of all requirements and certifying of such requirements. Conferral of degrees also happens on the second Friday in October, February, June and August. Students who have been conferred on a non-graduation ceremony date may walk at the following ceremony. Notification of participation in ceremonies will need to be made to the Registration and Academic Services office at the time the graduation application is submitted.

Total Credits Needed for Graduation (124 semester hours)

- Completion of 124 semester hours; however, some majors may result in the student earning greater than 124 credit hours by graduation.
- Cumulative GPA of 2.0 or higher
- Completion of the designated semester hours in the major area with a GPA of 2.25 or higher as required by the major. Additional requirements as prescribed by each department must also be met.
- Completion of all general education requirements

Attendance at graduation exercises is expected. Please notify Registration and Academic Services if you need to graduate “in absentia” and will not be present for the ceremony.

Students may receive one degree only per commencement. A student who is enrolled in two majors with different degrees may select which major is considered the first major so that the appropriate degree will be awarded at the ceremony. Students meeting requirements for more than one degree must apply for and participate in two different ceremonies. Any university-approved dual degree program is an exception to this policy.

Academic Honors - College of Arts and Sciences Undergraduate Candidates

Academic Honors are awarded at commencement to baccalaureate degree candidates with the identified grade point averages listed below. Academic Honors are not awarded to associate's or master's degree students. Academic Honors are based upon the Honors grade point average (GPA). It should be noted that Honors GPA includes transfer grades and as a result may differ from a student's cumulative GPA. For students enrolled in undergraduate programs at the Marion campus, academic Honors listed in the commencement program are based on all IWU academic work completed one semester prior to the student's final semester and all transfer work. Academic Honors listed on the official transcript and diploma will reflect all applicable academic work at the time of conferral. Academic Honors are awarded based on the following criteria:

1. A minimum of 60 graded hours from a college or university accredited by a regional accrediting body or the Association for Biblical Higher Education (formerly the Accrediting Association of Bible Colleges).
2. A minimum of 40 graded hours must be from Indiana Wesleyan University.
3. The student's current Honors GPA, as listed on the student's degree audit, which includes transfer grades.

Baccalaureate degree candidates will be awarded Honors as follows:

1. GPA of 3.5 - 3.69 - "cum laude" (with honors)
2. GPA of 3.7 - 3.89 - "magna cum laude" (with high honors)
3. GPA of 3.9 - 4.0 - "summa cum laude" (with highest honors)

Diplomas - College of Arts and Sciences

Diplomas are mailed approximately two to four weeks after the conferral of degrees. Diplomas indicate degree earned, date of degree, and academic honors. A student's financial account must be settled in order to receive a transcript or diploma.

Student Life and the Co-Curriculum

Purpose

The Indiana Wesleyan University mission statement emphasizes the development of students in character, scholarship, and leadership. The emphasis of the Co-Curriculum team is to help students achieve growth in the environment outside of the formal academic setting. We desire to walk alongside students as they discover their life calling, provide meaningful and diverse experiences, and develop transferrable skills through a variety of opportunities. We recognize that Curricular and Co-Curricular learning must be integrated for transformational learning, and we work to create experiences and an environment in which every student can grow and be confident in their decision to attend Indiana Wesleyan University.

Academic, Counseling, Disability and Testing Services

The Center for Student Success (CSS) offers wholistic services to help students thrive and succeed in academics and relationships. These services are designed around a Christ-centered student growth model to encourage student success in the classroom and in life. Academic services include training in study skills, organization, and time management. Support is also provided to discuss basic skills necessary for achieving higher levels of academic performance. These services are provided within CSS and The Learning Center. The Learning Center is located in the lower level of the Jackson Library. Tutoring is available in large group or small group formats depending on the course. Walk-in support is provided for general academic study skills. Tutoring services are not guaranteed in all courses. An attempt is made to provide tutoring in all general education and many specialized courses. Tutoring helps to strengthen a student's basic academic skills and course content knowledge so that he/she experiences improved academic development. Tutors are IWU students recommended by faculty, trained by professional staff, and paid to assist their fellow students. The program is beneficial for the students as well as the faculty. Individual appointments for academic study skills and executive functioning skills may be made on the CSS Student Portal page or in the CSS office.

CLEP Testing and Disability Accommodated Testing is also proctored in CSS.

CSS also houses a federally funded TRIO SSS program for Residential Campus undergraduate students. The main goal of the program is to provide additional support services necessary to increase college retention and graduation. The program is open to first generation students, low-income students, and students with disabilities.

Counseling services focus on assisting each student in developing skills, abilities, and potential within the academic, social, spiritual, physical, and emotional climate of the campus. Counseling is provided by licensed professional counselors or supervised interns either face-to-face or through a tele-counseling partnership with TimelyMD. All counseling is confidential. Personal counseling includes support for psychological and emotional issues, as well as behavioral transitions. Counseling is available for IWU Marion students.

For students with disabilities who are enrolled in any IWU program CSS works to make programs and facilities available in a non-arbitrary and beneficial manner. The Director of Accessibility and Accommodations is responsible for receiving a request for academic or physical accommodations. The director will work with the student to obtain and review the required documentation and will assign reasonable accommodation based on documentation that supports the student's request.

Academic accommodations include, but are not limited to, alternative testing environments, note-taking services, recording lectures, books in alternate format, and adaptive technology.

Athletics

The Indiana Wesleyan University athletic program is an integral part of the institution's total education program, subject to the same aims, policies, and objectives as other institutional programs. The four core values of the Department of Intercollegiate Athletics are Spiritual Growth, Academic Achievement, Leadership Development, and Athletic Excellence.

The Wildcat men compete in intercollegiate baseball, basketball, bowling, cross country, football, golf, soccer, swimming, tennis, and track and field. Memberships are held in the NAIA (National Association of Intercollegiate Athletics), the Crossroads League, and the Mid-States Football Association. Associate membership is held in the Mid-South Conference.

The Wildcat women compete in intercollegiate basketball, bowling, cross country, golf, soccer, softball, swimming, tennis, track and field, and volleyball. Memberships are held in the NAIA (National Association of Intercollegiate Athletics) and the Crossroads League. Associate membership is held in the Mid-South Conference.

Our co-ed competitive cheer team is also a member of the NAIA (National Association of Intercollegiate Athletics) and the Crossroads League. Our co-ed Esports team is a member of NACE (National Association of Collegiate Esports).

The physical education and intramural sports departments provide vital programs to the students as well. Lifetime sport participation is emphasized in the physical education instruction program, while the intramural sports program allows students to pursue leisure time needs and interests in an organized and competitive manner.

Life Calling & Career

The Life Calling & Career team at Indiana Wesleyan University celebrates students' God-given uniqueness by holistically developing and equipping them with the resources to make informed career decisions, ultimately enabling them to live a life of purpose and stewardship.

Our team offers innovative and intentional programming to align with students' development. Students are guided in the discovery and defining of their life calling through coaching, personality assessments (Clifton Strengths, The Strong Interest Inventory, Myers-Briggs Type Indicator, Enneagram), and experiential learning (job shadowing, internships, on-campus employment, and informational interviews). We help students cultivate experiences that align with their respective passions and connects them with professional networks. Upperclassman are encouraged to pursue leadership positions in on or off campus employment, student organization, research committee, or other co-curricular involvement, as continued personal discovery and professional development. Seniors work with our career personnel to navigate post-graduate plans, complete applications, and learn about additional ways that they can secure meaningful work (job fairs, employer recruitment at the Career kiosk, Handshake job board). We even offer free professional apparel for students to keep and use for presentations and interviews.

The Team serves students in life coaching, workshops, a life calling class, and in preparation of resumes, mock interviews, professional dress, branding, and job searches. To schedule a one-on-one appointment, call the Life Calling and Career office at 765-677-2520 or sign up on joinhandshake@indwes.edu.

Commuter Students

Commuter students are recognized as full members of the IWU community. Such status comes with the same privileges and responsibilities expected of all students.

Additionally, commuter students receive the same services and opportunities as other students on campus. IWU also recognizes the unique needs of this student group and there are some additional services the institution has been intentional to provide. Specifically, the Barnes Student Center has a lounge designed for commuter students with a kitchen, lockers, lounge furniture, and tables for group studying. Finally, the university has designated a staff member as a point of contact for commuter students who have questions or concerns. Questions concerning commuter students may be directed to the Student Engagement Office located in Suite 282 on the second floor of the student center or by e-mail to the Director of Student Involvement Jonny Rupp at jonny.rupp@indwes.edu.

Student Conduct and Community Standards

As part of Student Development, the Office of Student Conduct & Community Standards aspires to cultivate a culture shaped by the IWU values of kindness, humility, belonging, integrity and courage. We desire for our students to be in the most advantageous situations to thrive during their college experience. Toward those ends, the Office of Student Conduct helps to

foster belonging by upholding the values and standards of the IWU community and encourages students to act with character and integrity in all areas. Community Standards & University Policies, along with an outline of the Student Conduct Process can be found in the Student Handbook located on the IWU Portal.

Drug Abuse Prevention

Drug abuse in the United States has become a major problem, and students at Indiana Wesleyan University are not immune. If you need assistance with a drug abuse problem, we encourage you to seek help at your local community drug abuse prevention center. To talk to someone in a strictly confidential atmosphere, please feel free to contact The Center for Student Success (765-677-2257) at our Marion campus for a list of resources. All conversations are private and will not affect your attendance at the university.

If you would like to talk to someone outside Indiana Wesleyan University, please feel free to call one of the following numbers, or a hospital or treatment center in your area:

- National Institute on Drug Abuse, 5600 Fishers Lane, Room 10A-30, Rockville, MD 20857, 800-662-HELP, 800-662-4357.

Food

The campus offers a variety of dining options located in the Barnes Student Center. IWU's food service partner, Pioneer, provides well-balance meals at a reasonable cost. Dietary options are available throughout our facilities. Individuals with special dietary restrictions may contact Pioneer to identify meal options that meet a student's specific dietary needs.

A standard meal plan is automatically part of a resident student's room and board contract. Residents may dine in the Baldwin dining room, an all-you-can-eat self-serve buffet. Baldwin offers a variety of food choices for Breakfast, Lunch and Dinner which features cuisines from around the world. This would include traditional Mid-west and American, Asian, Mexican, Soup and Salad, Deli and Spread, Demonstration Made-To-Order, Grill and Pizza, Rotisserie, Desserts, Cereals and Vegan stations. Students also have the option of conversion meals honored in our Wildcat Express Food Court. The food court houses five restaurants including Chick-fil-A, 42nd Street Deli, Brick Yard Grill, Mexican and Wild Wok. The Wildcat Express also offers a single Grab-n-Go option for our busy students.

Students have the opportunity to use their meal plan points in our Trader James Convenience store located in the Barnes Student Center. Trader James features a wide variety of food, snacks, beverages and personal items. Trader James also offers a selection of dietary sensitive item such as gluten free products.

Commuter Students are encouraged to eat their meals in Baldwin dining room or the Wildcat Express Food Court. Commuter students are able to purchase meal plans, which can be acquired online through the IWU Housing website. Commuter students may also purchase points, which are applied as a declining balance system to their ID cards for ease of convenience. Commuter students who apply points purchases of \$100 or more will receive a bonus of 25% to their account. These points may be purchased from Pioneer located in the Barnes Student Center office suite 160.

Health Services

All students are required to provide health information through the Med+Proctor website, including proof of immunity. Students will receive an invitation email from Med+Proctor in their IWU email account. All health information is to be completed and/or uploaded by July 31 for fall semester, or December 1st if beginning the spring semester. See the Wildcat Health Clinic portal page for updated list of required and recommended vaccines. Evidence of immunization is provided through one of the following options:

- Completed and signed Immunization Form by the student's medical provider (form found on Med+Proctor site)
- An immunization record from a high school, college, or university
- A copy of local health department immunization record
- An immunization record maintained by the student or parent (cannot be a baby book record)

The IWU Wildcat Health Clinic provides a full range of care and is staffed by registered nurses and a nurse practitioner. The Wildcat Health Clinic serves students on a walk-in basis by a registered nurse or by appointment with the nurse practitioner. There is a fee to see the nurse practitioner, which can be billed to the student's insurance, paid by students or billed to the students account.

IMPORTANT: All students need to provide their own health insurance. Health insurance is strongly encouraged for all students.

Information Desk - Marion Campus

The Information Desk, located on the first floor of the Barnes Student Center, is the best location on campus to find details regarding phone numbers, campus events, and campus offices. Phone 765-677-4636 for more information.

Life Coaching

Through personalized dialogue and assessment tools, life coaches help students discover their unique God-given design, develop a sense of life calling, and strengthen fundamental life skills for future personal and professional development. A life coach can help you take purposeful steps toward real change, pursuing your goals, and defining your life. This is a free service offered to all Marion residential students. Life Coaching appointments can be made in the Life Calling and Career Office on the second floor of Barnes Student Center, suite 290, by calling 765-677-2520 or by using the Handshake app.

New Student Orientation

All entering full-time undergraduate students are required to participate in an orientation conducted at the beginning of the semester or program. This orientation is designed to acquaint students with the university programs and services available from the various offices.

Performing Arts

The Phillippe Performing Arts Center (PPAC) hosts performances by the IWU Music Division and IWU Theatre Guild. Performances are open to the campus community and the public.

This mission remains focused on a higher goal: to experience the limitless, wondrous creativity of how God is revealed to us through ministry in the arts.

Exploratory Program

The Exploratory Program has been established by Indiana Wesleyan University for students who enter the university with the desire to explore academic majors and related careers before committing to a major program of study. The Life Calling instructors provide academic advising to these students until they select a major.

Through individual appointments, workshops, and the Life Calling course (LFC-150), the Life Calling team assists Exploratory students with the following:

1. Developing a sense of purpose and calling as a basis for making life decisions.
2. Selecting and scheduling courses.
3. Establishing and evaluating academic goals.
4. Exploring academic majors and related careers.
5. Declaring a major.
6. Connecting with additional university programs and resources.

Publications

Staff positions on *The Sojourn* (the student-run campus news outlet) and *GrantCOnnected.net* (the student-run community news outlet) are available for students interested in writing, editing, photography, video, audio, web design, and graphic design. Paid positions are available for students.

The Sojourn and *GrantCOnnected.net* are published online and cover many aspects of campus and community life through accurate and investigative reporting.

The *Caesura* is a literary magazine published each spring that features the creative writing and visual art of students.

Recreation

The mission of the Department of Campus Recreation is to provide a wide variety of quality recreation, sports, fitness, and leisure activities that will increase the overall wellness of the campus community and to provide dynamic programming that enhances leadership and social development in an environment that is fair, safe, and Christ-centered.

All enrolled students (resident and commuters) as well as faculty, staff, administrators, and their spouses are eligible to participate in activities sponsored by the Department of Campus Recreation.

Activities include, but are not limited to: intramural sand volleyball, flag football, ultimate frisbee, racquetball, indoor soccer, outdoor soccer, volleyball, basketball, campus golf, disc golf, cornhole, pickleball, 5k fun run, and bowling.

Students, faculty, staff and administrators also have access to a state-of-the-art recreation and wellness facility.

Residential Learning

The Residential Learning program at Indiana Wesleyan University is designed to provide each resident with the opportunity to grow not only academically but also socially and spiritually. The most successful students after graduation have mastered not only their course of study but have developed other areas of their lives, becoming well-rounded and balanced. With this in mind, the residence hall becomes much more than a place to sleep and study. It is a community of learning that helps students more effectively grow into the image of Christ. Our hope is that students will find the residence halls a place where individuals will join together as a family to learn from one another.

The Residential Learning program is administered by the Dean for Residential Learning. Each residence hall or area has a trained professional resident director (RD) living in the hall. Each living unit (approximately 35 students) has a specially selected and trained undergraduate resident assistant (RA). Residents are challenged and supported through the growth process by the RA who plans regular activities and programs, including spiritual growth opportunities for residents. The Resident Hall Chaplain provides additional spiritual support and guidance for residents.

The Residential Learning program at IWU provides a developmental approach for housing students. Resident students begin their stay on campus in traditional residence halls with more support and accountability. As they grow developmentally and in their independence, upper division students may transition into more independent-style living if qualifications are met.

Traditional Halls: Housing freshman through senior students in a traditional hall-style: Beckett Hall (F), Reed Hall (F), Martin Hall (F), Evans Hall (F), South Hall (M), and Hodson Hall (M).

Upper Division Halls:

Suite Style: Open to sophomores and above, students live in suites of 4 or 8 students. Suites have private lounge space: Scripture Hall (F) and Kem Hall (M).

Apartment Style: Juniors and seniors may apply to live in apartment-style living areas, which have lounges and a kitchenette: Townhouses and Lodges.

Married Housing: University Court offers duplex apartments in a community for married students.

Prospective students interested in attending IWU and living on campus may complete an online housing application after submitting an enrollment deposit as part of the admission process. Room assignments will be made according to the date the enrollment deposit is paid.

Returning students who wish to reserve a room must complete an online Returning Student Application. Students may self-select a room online during housing selection, according to procedures outlined by the Housing Office.

Housing Exemption: Undergraduate students 16-22 years of age are required to live in University undergraduate housing unless they are married, are the legal guardian of a minor, are taking less than 9 onsite (not online) credit hours, or living with a legal guardian within 60 miles of the Marion campus of Indiana Wesleyan University. Students who meet these criteria are eligible for exemption and may complete an Off-Campus Housing Application.

A Housing Exemption Appeal process is available to students desiring to live off-campus for financial reasons, mental/physical/emotional health needs, or other extenuating personal circumstances.

Housing Eligibility: New or readmitted students enrolling in a traditional undergraduate academic program at Indiana Wesleyan University must be under the age of 25 at the time of initial enrollment to qualify to live in University undergraduate housing. Returning students who are already living in or approved to live in University undergraduate housing at the time of

their 25th birthday qualify to remain in University undergraduate housing until they graduate from IWU or separate from the University.

Continuous Graduate Housing: Students residing in University undergraduate housing may elect to extend housing eligibility if continuing in a residential graduate program the following semester. Students meeting the continuous enrollment criteria should contact the Director of Housing to inquire about availability.

Undergraduate residence halls are closed during Thanksgiving, Christmas, and Spring Break vacations. There is no food service offered during these periods. During these times students must secure their own housing and food arrangements. Residential Learning will assist students who are having difficulty securing break housing.

Safety Policies and Campus Crime Statistics

IWU Safety Policies can be accessed at <http://www.indwes.edu/safety> and includes crime statistics on certain reportable crimes, as well as policies concerning alcohol and drug use, crime reporting and prevention, sexual assault and other related matters. Anyone wishing a paper copy of the policies may contact the Office of Institutional Research at 765-677-1566.

Spiritual Life

IWU is a Christ-centered academic community that sees spiritual formation as everyone's privilege and responsibility. The spiritual formation of our community is not the work of any one office or discipline, but the most important place of campus-wide collaboration and intentionality.

IWU is a worshipping community that gathers for chapel every Monday and Friday at 10:05 am to dive into Scripture, worship and pray. This community-wide gathering is more than a requirement; it is an identity-forming and culture-shaping community rhythm that continually reminds us of who we are.

In addition, IWU also invites students to gather every Wednesday at 10:05am and throughout the week in smaller groups for the purpose of deep, inner transformation. The authentic vulnerability found in consistent, smaller gatherings is a hallmark of the Wesleyan tradition and a priority for IWU. It is in the context of these smaller gatherings that Christian faith goes beyond an intellectual understanding to an inward transformation by the Spirit.

Chapel and small groups weave together to create a supportive framework for the formative work all over our campus. Similar to the way that a trellis supports and provides structure for a vine to grow, gathering in an intentional and rhythmic way provides a supportive framework for spiritual formation to happen daily in classrooms, on athletic teams, on ministry teams, at student-led worship events and in dorm rooms.

All undergraduate residential students earn 28 Spiritual Formation Credits over the course of their any semester by attending chapel, small groups, or an alternative chapel event. To see requirements for commuter students and credit reductions, visit the student handbook found here <http://www.indwes.edu/Life-At-IWU/IWU-Student-Handbook>.

Student Center

The Barnes Student Center is the community center of the university for all members of the university family--students, faculty, administration, alumni, and guests. Its design fosters a central gathering point for community life at IWU.

The Barnes Student Center provides for services, conveniences, and amenities that members of the university family need in their daily life on campus and for getting to know and understand one another through informal association outside the classroom.

The Barnes Student Center is part of the university educational process by frequently hosting academic forums, classes, and research initiatives. The facility provides social and recreational programming, aimed to make free time activity learning opportunities that support a student's educational pursuits. These initiatives foster the development of students as citizens in our community as well as their intellects.

Student Engagement

The Student Engagement office works with both new and continuing students in their pursuit of a successful academic experience, especially by promoting a smooth transition to collegiate life and by coordinating support mechanisms for students. Dean for Student Engagement also coordinates the campus-wide use of Aviso to connect students to campus resources and services that will enable them to thrive.

Student Life and Activities

Student organizations and other activities provide co-curricular and extracurricular opportunities on campus in leadership and personal growth. Students are encouraged to participate in a variety of campus student organizations and activities with the intent to develop leadership skills, grow spiritually, and to simply have fun. The following groups and activities explained below are designed to meet students' needs and interests:

Student Government Association

SGA primarily exists to represent the Student Body to the Faculty, Administration, Staff, and the Surrounding Community. SGA secondly exists to represent the opinions, reasoning, thoughts, and decisions of the Faculty, Staff, Administration, and Board of Trustees to the Study Body.

Student Activities Council

SAC creates and implements events by upholding traditions and bringing new opportunities to the IWU community in order to enrich students' college experience and encourage them to be active participants in the world around them. SAC values creativity, passion, and inclusivity and strives to develop these values through the activities presented to the IWU community.

Student Organizations

IWU proudly offers many opportunities for students to be involved in extracurricular activities. There are approximately 20 student organizations that are student led and ran and are designed to meet a variety of interests. Student organizations represent interests in academic, social issues, recreation and student publications. For a listing of specific organizations, please visit Wildcat Life at <http://www.indwes.edu/wildcatlife>.

Intercultural and Global Office

As an expression of IWU-Marion's commitment to inclusive excellence and international education, the Intercultural and Global Office (IGO) dedicates itself to developing "global citizens" on campus that promote spaces of belonging, equity, and inclusion in our communities and beyond. Through academic support, student services, and co-curricular programs, we envision a vibrant and inclusive community distinguished by a culturally responsive curriculum with campus experiences that reflect our commitment to the global and multicultural Kingdom of God.

As an office, we value:

1. Curiosity—to humbly enable us to learn from others
2. Conversation—to mercifully enter relationship with others
3. Community—the fruit of justly walking alongside others

As an office, we serve the residential campus by providing:

1. Co-curricular support for diversity and inclusion learning and development

The pursuit of inclusivity and inclusive excellence at IWU-Marion is an institutional commitment shaped by our Wesleyan heritage and beliefs. As such, we explore avenues for inclusive learning, understanding, and development in the classroom, and out, to all students, faculty, and staff. We provide intercultural seminars, trainings, and workshops to aid in our pursuit of inclusive excellence. Some of the initiatives in this area are:

- Council for Inclusive Excellence (Administrative Group)
- The Intercultural Fellows (Faculty Group)
- The Intercultural Ambassadors (Student Group)
- Koinonia, Association of Minority Students (Student Organizations)

- Transition to American College Living - TACL (Orientation)
 - Passport to Culture; The Day of Courageous Conversations; Love Revolution (Events & Programming)
2. Administrative oversight and academic support for multicultural students and scholarships, educational access, retention, and campus climate. The pursuit of educational equity, access and desire to positively impact the success of incoming and current underrepresented groups (students of color, first generation college students, and low-income students) is an institutional distinctive at IWU. As such, initiatives in this functional area of operation include the following:
- Administrative oversight of the Campus Equity Response Team
 - Administrative oversight of the Luther Lee and Multicultural Endowed Scholarships
 - Participation in campus wide retention and support committees
 - Ongoing research on Access and Equity for underrepresented and underserved students in higher Education

Financial Information - College of Arts and Sciences

Tuition and Fees

It has always been the intent of Indiana Wesleyan University to keep the benefits of education within the financial possibilities of all who wish to attend. This is done by charging the student less than the actual cost and by using numerous financial assistance programs.

Tuition

Tuition charges include all academic services, except those that require special fees, as listed on the Student Account Services Account Information Brochure.

Charges are based on the total number of credit hours per semester. The same rate applies to day and night classes. Special rates may apply to May term and Summer Sessions.

Students taking six or more credit hours may qualify for financial aid and should contact the Financial Aid Office.

The total cost of tuition depends on the total number of credit hours (either day or night classes) taken per semester, as follows (for the 2023/2024 school year):

Number of Credit Hours	Cost Per Semester
1	\$662
2	\$1,324
3	\$1,986
4	\$2,648
5	\$3,310
6	\$6,690
7	\$7,805
8	\$8,920
9	\$10,035
10	\$11,150
11	\$12,265
12 - 17	\$15,584

Credit hours above 17 per semester will be charged at \$1,115 per credit hour.

Fees

Art	Art & Design Studio Courses	Varies by course

Athletic Training	ATR-196 Fee	\$25 per course
	Athletic Training Program Fee	\$355 total for traditional 4 year student
	ATR-501 & ATR-503 (1 st Year & 2 nd Year Course Fee)	\$1,000 per course
Behavioral Sciences	PSY-150 Fee	\$32 per course
	PSY-290 Fee	\$25 per course
	PSY-291 Fee (Trip Fee)	\$60 per course
	ADC-291 Fee (Trip Fee)	\$125 per course
	PSY-210 (Psychology Art Supplies	\$25 per course
	SWK-661 (MSW Technology Fee)	\$195 per course
	SWK-291 (Urban Encounter Trip Fee)	\$75 per course
	ADC-463 (Licensing Exam Fee)	\$150 per course
Education	Student Teaching Fee	\$25 per credit hour
	Practicum Fee	\$25 per credit hour
	Cross-cultural Student Teaching Fee	\$300
General	Teacher Education Technology Fee - Courses Vary	\$75 per course
	Intercultural Engagement Fee	\$15 per course
	New Student Orientation Fee	\$180 per student
	Independent Learning Fee	\$100 per credit hour
	Transcript Fee	Varies per request
	Annual TB Test	\$10
	Physical Examination	\$30
	Criminal Background Check	\$30
	Audit (Record is made)	\$25 per credit hour
	Wildcat Academy (High School Program)	\$50 per credit hour (Onsite)
	Wildcat Academy (High School Program)	\$150 per credit hour (Online)
	Graduate Student Graduation Fee	\$85
	Portfolio Fee	\$150
	Life Experience	\$35 per credit hour

	Other Assessment	\$40 per credit hour
	Credit by Examination	\$25 per credit hour
Music	MUS-342 Fee (Junior Recital)	\$300 per course
	MUS-442 Fee (Senior Recital)	\$300 per course
	Private Lessons - 1/2 hour	\$175 per semester
	Private Lessons- 1 hour	\$300 per semester
	Music Uniform Fee	\$30 per semester
	MUS-166 Marching Band	\$50 per course
Nursing	Nursing/Clinical Fee	\$40 per credit hour
	Nursing/Lab Fee	\$75 per course
	Nursing ATI Testing Fee	\$1,540
	Testing fees will be assessed to student accounts on a semester basis. Please contact the Nursing office to determine if you will have a testing fee for the current semester.	
Science	Natural Lab Science Fee	Varies by course
	BIO-414 Fee (Cadaver Lab Fee)	\$200 per course
	Medical Laboratory Technology	\$30 per semester
	EXS-347L (Exercise Science Program Fee)	\$300 per course
	PHE-135 Fee	\$98 per course
	PHE-230 CPR and First Aid Certification Fee	\$50 per course

*For additional information, please visit the Student Accounts office or call 765-677-2411

Room Cost

Room charges for the 2023/2024 school year are \$2,673 per semester. This cost covers the periods of time while school is in session, per the approved university calendar.

Summer Housing Charges - There is a charge for all students living in campus housing. One may contact the Student Account Services, CAS, for the charge for summer. Arrangements for summer housing must be made in the Student Development Office.

Meal Plan Cost

Full meal charges for the 2023/2024 school year are \$2,604 per semester.

The above charges cover the time when school is in session, per the approved university calendar. No refunds will be given for meals missed unless approved by Student Development. All arrangements for meal plans must be made in the Student Development Office.

Estimated Costs

	2023-2024 Per Semester	2023-2024 Per Academic Year
Tuition (full-time student)	\$15,584	\$31,168
Room (would not apply to commuter students)	2,673	5,346
Board - Full Meal Plan (would not apply to commuter students)	2,604	5,208
Total	\$20,861	\$41,722

(\$15,584 per semester for a full-time commuting student)

Special fees, books, supplies, travel, and personal expenses are additional.

Payment Terms

Students enrolled in Fall Semester 2023 must have an approved payment plan in place, or pay their bill in full by **July 31, 2023**. Likewise, students enrolled in Spring Semester 2024 must have an approved payment plan in place, or pay their bill in full by **December 15, 2023**. Exceptions to these deadlines are possible only if financial aid is still pending, *as long as all requested information has been submitted*. If all requested documents have not been submitted to the Financial Aid Office by July 31st or December 15th, *the remaining balance is due immediately*.

Payment Options

You may choose one, all, or any combination of the following:

PLAN ONE: Pay net amount due by July 31st for the fall semester or by December 15th for the spring semester. Net amount due represents total charges, less any scholarships, grants, or campus-administered loans confirmed by the Financial Aid Office. IWU accepts VISA, DISCOVER, MASTERCARD and AMERICAN EXPRESS. Online payments may be paid through the secure student portal by selecting 'Pay on My Account' located in the student account information. Please note: Effective July 1, 2014 a 2.5% convenience fee will be assessed with all credit card payments.

PLAN TWO: Pay net amount using any Federal Direct Loan or Parent PLUS loan. All paperwork must be received in the Financial Aid Office by July 1 for the fall or December 15 for the spring. **THIS IS VERY IMPORTANT!**

PLAN THREE: Enroll in a tuition payment plan that spreads net amount due over each semester. IWU partners with Official Payments to offer the multiple tuition payment plans noted in the chart below. Spring tuition payment plans can be arranged at the same time as fall tuition payment plans or immediately prior to spring semester.

Payment Plan	Payment Plan Enrollment Dates	1st Payment Due Date
FALL		
6 month plan	5/01/2023 to 6/30/2023	6/10/2023
5 month plan	5/01/2023 to 7/31/2023	7/10/2023
4 month plan	5/01/2023 to 10/01/2023	8/10/2023
SPRING		
6 month plan	5/01/2023 to 1/15/2024	12/10/2023
5 month plan	5/01/2023 to 1/15/2024	12/10/2023
4 month plan	5/01/2023 to 1/15/2024	12/10/2023

Refund of Tuition

Registration is an agreement between the student and the university. If a student withdraws, a refund may be given, depending upon the period of time that has elapsed from the beginning of the semester. Refunds apply to those completely withdrawing from school, not to those who drop a course.

Notice about Withdrawal

Students must contact the Registration and Academic Services Office to withdraw from classes if they are unable to secure funding for their college expenses. The Registration and Academic Services Office must be notified before the first two weeks of the semester in order to receive 100% refund. If a student does not formally withdraw through the Registration and Academic Services Office, grades of "F" will be given for the semester. The following table reflects the percentage/amount of refund allowable to those who completely withdraw from school.

Tuition and Fee	Tuition Refund	Room Refund
During the first week	100%	75%
During the second week	100%	50%
During the third week	75%	25%

During the fourth week	50%	-0-
During the fifth week	25%	-0-

No refunds after the fifth week.

*Special fees, such as private lesson fees, are refundable according to the same percentages as tuition.

Refund of Meal Plan

Board charges are pro-rated each day based on date of total withdrawal. No board refunds will be given after December 1 for the fall semester or April 1 for the spring semester.

Scholarships and other forms of financial aid are taken into consideration when refunds are calculated and are pro-rated according to program restrictions.

Appeal Process

A written appeal may be submitted to Student Account Services. The charges being appealed will be reviewed and voted on by the Appeals Committee. Students will receive a written response once the committee has come to a decision.

Financial Policies

Students are advised of financial obligations for their degree seeking (core) program during the registration process. Students are expected to meet these obligations according to the schedule. Any questions regarding payments or problems associated with making those payments should be directed to Student Account Services.

Students who have applied for financial aid are responsible for all tuition and fees in the event it is determined they are ineligible for financial aid, decline the financial aid, or withdraw from the program prior to completing the academic award period. Students receiving military or corporate assistance who have received prior approval from the university for direct billing are required to pay their share of tuition and fees and submit appropriate assistance documents by the assigned due date. The deferral program in no way relieves the student of the financial obligation to the university and the student retains full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations.

Indiana Wesleyan University reserves the right to change the tuition and fee schedule at any time. There will be a fee charged for any check returned due to non-sufficient funds. If collection of tuition, book charges, and/or fees becomes necessary, all percentage-based costs of collection, court costs, and attorney fees are the responsibility of the student.

Financial Regulations for Individuals Covered by Chapter 31 or Chapter 33

For purposes of this policy, a covered individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 benefits.

Any covered individual may enroll in or attend a course of education during the period beginning on the date on which the individual provides a Certificate of Eligibility (COE) for entitlement to educational assistance under chapter 31 or 33 (A "Statement of Benefits" obtained from the Department of Veterans' Affairs (VA) website – eBenefits, or a VA Form 28-1905 for chapter 31 authorization purposes can substitute a Certificate of Eligibility) and ending on the earlier of the following dates:

- The date on which payment from VA is made to Indiana Wesleyan University (IWU)
- 90 days after the date IWU certified tuition and fees following the receipt of the certificate of eligibility

Indiana Wesleyan University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement funding from VA under chapter 31 or 33.

IWU requires the following actions on the part of any covered individual:

- Submit the Certificate of Eligibility (COE) for entitlement to educational assistance no later than the first day of the course of education.
- Provide any additional information necessary to the proper certification of enrollment by IWU.

- All standard financial policies apply for any amount not covered by the Certificate of Eligibility (COE) – i.e. charges not covered, or percentage of fees in excess of the COE.

Financial Aid

General Information - CAS and Pre-licensure Nursing Financial Aid

The role of financial aid at Indiana Wesleyan University is to help make a quality Christian education affordable to each and every student.

Criteria for Aid: All full-time, admitted students attending Indiana Wesleyan University Marion campus will be considered for institutional aid. Students are not required to file the FAFSA to receive academic scholarships, but are encouraged to file in order to be eligible for additional institutional, federal and state financial aid based upon financial need. For the purposes of student financial aid, “need” is defined as the difference between the total cost of education and the amount a family may be expected to contribute toward that education (as defined by the FAFSA). Federal, state, and institutional financial aid are intended to assist those students who have not already earned a first baccalaureate degree.

Types of Aid: Student financial aid can be classified under four major headings: scholarships, grants, loans, and work programs.

Scholarships and grants are both forms of aid that do not have to be repaid. The term “scholarship” usually is applied to an award that recognizes academic achievement or promise. Grants are typically based on financial need.

Loans and work programs are forms of self-help aid. Student loans often contain desirable features such as deferred payments during periods of schooling, low interest rates, interest subsidies, or provisions for working off the loan obligation through future service in a particular profession. Work assignments connected with the student aid program consist of part-time jobs which are typically on-campus.

Applying for Aid: All students desiring financial aid must submit the Free Application for Federal Student Aid (FAFSA) by April 15th. It is available on the Web at fafsa.gov. After evaluation by the Financial Aid Office, this information is used to determine the kinds and amounts of need-based aid for which the student qualifies.

Calendar for Financial Aid

April 15 - Deadline for all students to file the Free Application for Federal Student Aid (FAFSA).

August 1 - Deadline for financial aid forms, documents, and loan applications.

July 31 - Deadline to make payment arrangements.

Awarding of Aid: Once application forms begin to arrive in the Financial Aid Office, notices are sent to make applicants aware of any missing forms or to request additional information that may be required. Additional documents must be provided by the date specified in the letter. Without these documents, financial aid can be accurately awarded. All financial forms are thoroughly reviewed, and the Financial Aid Office communicates with the student or parents to resolve any significant questions. When the financial aid award has been made, the student is notified via the Financial Aid Award Letter or email notification.

The aid package offered to an applicant consists of a combination of scholarships, grants, loans, or work, depending upon the recipient’s aid eligibility. If an aid package includes certain kinds of federal assistance, the sum total of the individual need-based awards cannot exceed the student’s calculated financial need. Also, the total of awards that apply only to tuition/fees is limited to the amount of standard tuition/fee charges. While student aid awards are committed for the whole school year, just one-half the amount of each scholarship, grant, or loan is applied to the student’s account each semester.

Failure to register at the beginning of a semester, or enrollment for fewer than the required number of credit hours, automatically cancels all awards for the semester. A financial aid recipient who officially withdraws from the university or drops below the required number of credit hours during the refund period of a semester will have an adjustment made in the student aid package. Copies of the university’s Packaging Policy are available upon request.

Institutional financial aid cannot exceed a student's direct cost. This includes academic scholarships, athletic scholarships, endowed scholarships, grants, and awards.

Some forms of Indiana State Aid require students to complete 30 credit hours per year for full renewal. If you have questions please contact the Financial Aid Office.

Requirements for Receiving Aid: In order to qualify for all federal funds with the exception of a Federal Pell Grant, a student must be enrolled at least half-time. A student is classified as half-time if registration is for a minimum of six credit hours per semester or a total of six credit hours during the summer sessions. Institutional and state scholarships and grants, however, require full-time enrollment (a minimum of 12 credit hours per semester). In addition, Pell Grant, FSEOG, state aid programs, and most forms of institutional aid require that the student does not have a previous baccalaureate degree. Financial aid recipients are required to maintain satisfactory progress toward a degree in their chosen course of study. The institutional Satisfactory Academic Progress Policy outlines the specific details of this requirement. Any student receiving an institutional grant award is expected to maintain an acceptable citizenship record.

Satisfactory Academic Progress

Students must make Satisfactory Academic Progress (SAP) towards earning a degree as stipulated below to receive financial aid at IWU from all institutional, federal and state student aid grants, Work Study and loan programs as well as tuition waivers. Some additional grants and scholarships may also use part or all of the SAP standards as minimum criteria for funding eligibility.

REVISED effective September 2017

	Undergraduate Programs		
Total Hours Earned and Recognized by IWU for Degree Consideration from All institutions	1-28	29-44	45-up
Minimum Cumulative GPA	1.80	1.90	2.00
Minimum Pass Rate Percentage of Total Hours Successfully Completed (Measured as Hours Earned ÷ Hours Attempted)	67%	67%	67%
Maximum Total Credit Hours or Time Allowed to Complete Current Primary Degree Requirements	150% of the specific degree programs published length		

Satisfactory Academic Progress will be measured at the end of each semester. Students who fail to meet the minimum policy standards will be placed on SAP Suspension. Aid eligibility will resume when the student raises his or her cumulative academic measurements to the required levels or has a SAP Appeal approved. SAP suspension may be appealed if unusual and/or mitigating circumstances affected academic progress. Such circumstances may include a severe illness or injury to the student or an immediate family member, the death of a student's relative, student activation into military service or other circumstances as deemed appropriate for consideration by the SAP Appeals Committee.

To appeal, the student must submit a legible letter, a completed SAP Appeal Form and supporting documentation to the IWU Financial Aid Office. These must explain in detail why the student failed to meet the minimum academic standards, what unusual and/or mitigating circumstances contributed to the failure and how his or her situation has changed to allow the student to meet SAP requirements by the next calculation. Appeals must be received by the Financial Aid Office no later than 15 business days before the end of the term for which reinstatement is desired. We highly encourage students to appeal before the term or semester begins. A committee will review the appeal and will notify the student in writing of their decision. If an appeal is approved, the student will temporarily regain financial aid eligibility. Continuation of eligibility will be contingent upon the student demonstrating improved academic merit achievement as outlined by the SAP appeals committee through their Academic Plan.

Scholarships and Grants

National Merit Finalist/Semifinalist Scholarship

National Merit Scholarship Qualifying Test finalists and semifinalists are eligible to receive a National Excellence Scholarship award but are not eligible for other IWU academic scholarships. The National Excellence Scholarship is \$15,000 and includes students who are National Merit Semi-Finalists or Finalists, National Achievement recipients or in the National Hispanic Recognition Program.

The student must be an entering freshman, submit a copy of the National Merit Certificate, have a 3.5 high school GPA, and enroll full-time each semester. National Merit Scholarships are renewable for up to eight consecutive semesters. To renew, students must be enrolled full-time (at least 12 credit hours fall and spring semesters) and must achieve a 3.2 minimum cumulative GPA. These credits must be completed by the end of May term each year. National Merit Scholarships are not available for enrollment in summer sessions, nor will credits earned or GPA achieved in summer sessions count toward eligibility requirements until the following fall or spring calculation. If lost, the scholarship may be reinstated following completion of the next fall or spring term. If a student loses his or her National Merit award due to academic performance, the semester in which the student did not receive the award is still counted toward the total 8 semesters of eligibility.

Academic Scholarships

Academic awards are available to new first-time freshmen based upon their excellence in their high school studies as shown by their standardized test scores and high school grade point average. These two measures of academic achievement combine to place students into eligibility for the following award levels.

Academic Awards 2021-2022

\$11,000/yr.*	President's Scholarship
\$10,000/yr.*	Dean's Scholarship
\$8,000/yr.*	Faculty Scholarship
\$6,000/yr.*	Achievement Award
\$4,000/yr.*	Recognition Award

*Must maintain SAP for renewal.

Transfer Academic Scholarship

A full-time transfer student who has attended at least one full-time semester (at least 12 credit hours) at an approved college or university may qualify with a minimum transfer GPA of at least 3.0 on a 4.0 scale. A GPA on transfer work from more than one college or university will be calculated using a weighted average. A student with less than 12 credit hours must meet the requirements for the freshman Academic Scholarship. It is the student's responsibility to submit the necessary transcripts and test scores at the time of application for admission to Indiana Wesleyan University.

Transfer Academic Scholarships are renewable for students who enroll full-time (at least 12 credit hours fall and spring semesters) and maintain SAP. Credits must be completed by the end of May term each year to count towards the GPA minimum. Transfer Academic Scholarships are not available for enrollment in summer sessions, nor will credits earned or GPA achieved in summer sessions count toward eligibility requirements until the following fall or spring calculation. If lost, the scholarship may be reinstated following completion of the next fall or spring term, if eligibility requirements are met; however, recipient will have fewer semesters of eligibility remaining. Transfer Academic Scholarships are available for renewal for a total of six semesters.

Transfer Academic Scholarship 2021-2022

GPA/GED	AMOUNT
3.700- 4.000	\$10,000 Premier Scholars Scholarship
3.25 - 3.699	\$8,000 Distinguished Scholars Scholarship
2.701 - 3.249	\$6,000 Prominent Scholars Scholarship
2.700 and below	\$4,000 University Scholars Scholarship

Athletic Scholarships

Several awards are granted each year to both men and women participating in intercollegiate athletics. Awards are made upon recommendation of coaches of the individual sports.

Music Scholarship

Scholarships are available by audition to qualified full-time students majoring in music. Contact the Division of Music for additional information.

Art Scholarship

Scholarships are available to qualified full-time students majoring in art. Contact the Division of Art for additional information.

Theatre Scholarship

Scholarships are available to qualified full-time students. Contact the Division of Communication and Theatre for additional information.

Church Matching Scholarship Program

Indiana Wesleyan University will match a local church's contribution to its Matching Church Scholarship Fund up to a maximum of \$1,000 per undergraduate student attending our residential campus. We will match up to \$1,500 for Wesleyan churches. To qualify, the church must file an application with the Church Relations Office prior to the first day of classes each academic year.

IWU Triangle Scholarship

The IWU Triangle Scholarship was developed to ensure select students from Grant, Blackford, Howard, Miami, and Wabash counties have access and added incentive to attend college locally. The amount of this award will vary based on student demographic information, financial need, and funding available. Eligible students are packaged with this award based on information received from the FAFSA and the admissions application.

Frank O'Bannon State Grant Program - Indiana Residents Only

The Commission for Higher Education (CHE) administers this grant program based on financial need. Potential recipients must submit the FAFSA and have it received at the federal processor by April 15th. Recipients must be full-time students. Awards vary and are dependent on the type of diploma received and state funding. Full renewal requires the student to complete at least 30 credit hours a year. An increased award is available for students who complete at least 39 credit hours per year.

Indiana 21st Century Scholars Program - Indiana Residents Only

Potential recipients applied in their 7th or 8th grade year to be part of the program and fulfilled a pledge of good citizenship. Recipients must submit their FAFSA and have it received at the federal processor by April 15th annually. The student must also enroll full-time in an approved Indiana institution. Full renewal requires the student to complete at least 30 credit hours each year.

Pastor Dependent Grant

A recipient must be a dependent undergraduate child of a full-time ordained minister serving in a local church during the academic year in which the award is granted. The student must enroll full-time; the amount is \$1,800 per academic year.

Federal PELL Grant

Any U.S. citizen who does not have a baccalaureate degree can apply for a Pell grant by completing the FAFSA. Awards are based on financial need; amounts are capped at \$6,345 for the 2020-2021 academic year.

Federal Supplemental Educational Opportunity Grant (FSEOG)

These awards range from \$100 to \$4,000 per year, depending upon financial need and funding received by IWU. Recipients must also be eligible for the Federal Pell Grant.

Indiana Wesleyan University Grant

Funds provided by IWU available to students who file a timely FAFSA and meet eligibility criteria. Amount varies based on student's calculated need, other financial aid received, and funding available.

Shugart Grant

Funds for this award are made available through a trust given to Indiana Wesleyan University in memory of Henry M. and Anna Shugart. Recipients must reside in Indiana and file a FAFSA that is received by the federal processor by April 15th. Amount varies based on student's calculated need, other financial aid received, and funding level.

Wesleyan Student Aid

Acknowledging its Wesleyan heritage, Indiana Wesleyan University supports our relationship to The Wesleyan Church and eagerly seeks to enroll increased numbers of Wesleyan students. The following financial aid programs have been developed to assist Wesleyan students in furthering their education at Indiana Wesleyan University.

Wesleyan Missionary Dependent Grant

The award amount is 75 percent of tuition for up to eight semesters. The recipient must demonstrate financial need, reside on campus, be a full-time undergraduate student, and apply for all other forms of federal and state financial aid. Parent(s) must

serve full-time under direct appointment of the Global Partners or Wesleyan Native American Ministries during the academic year in which the award is received. The recipient may NOT also receive the Out-of-State Wesleyan Grant, the International Wesleyan Grant, or the Wesleyan Pastor Dependent Grant.

Out-of-State Wesleyan Grant

This award is available to full-time students who regularly attended a Wesleyan Church outside the state of Indiana immediately prior to enrolling at Indiana Wesleyan University. The award of \$2,000 is given only to full-time, undergraduate, U.S. resident students.

Wesleyan Pastor Dependent Grant

A recipient must be a dependent undergraduate child of a full-time ordained minister serving in a local Wesleyan church during the academic year in which the award is granted. The student must enroll full-time; the amount is 75 percent of tuition and will be provided through the combination of all scholarships and grants from federal, state and institutional programs.

Campus Challenge/Wesleyan Bible Bowl (WBB) Scholarship

The recipient must submit the original scholarship certificates to the Financial Aid Office prior to fall enrollment. Awards earned or certificates submitted AFTER that time may be available for use in future academic years. Full-time students may use up to \$1,000 per academic year (divided one-half each semester) UNLESS the current certificates held total in excess of \$4,000, in which case the student may use one-fourth of the total per academic year. Recipients must also attend full-time.

John Wesley Scholarship

Accepted Wesleyan undergraduate students must submit an application prior to the deadline to the Admissions Office to be considered for this award. This award is provided by various donors to allow funding for students who may otherwise be unable to attend IWU. Award amounts vary based on funds available and the scholarship committee's determination of the student's need for the scholarship.

International Wesleyan Grant

International students attending IWU may be awarded a \$3,000 grant. The grant is renewable for up to eight semesters of eligibility and student must remain enrolled full-time each semester. Eligibility for any academic merit scholarship supersedes and replaces this award. Not eligible to receive the Wesleyan Canadian Grant in addition to this award. Eligibility ends when first bachelor's degree is earned.

Wesleyan Ministerial Loan/Grant

The Wesleyan Church and Indiana Wesleyan University cooperate in providing Ministerial Loan Grants for full-time junior and senior Christian ministries students who are members of The Wesleyan Church. Indiana Wesleyan University cooperates with The Wesleyan Church and local districts in providing funds for graduate students as well. Juniors may receive \$4,000 per year, while seniors may receive \$6,000 per year from the university. In addition, The Wesleyan Church provides funds per credit hour as available to assist with educational expenses. Students, including transfer students, must complete one full year at IWU before becoming eligible for the IWU portion. The funds are subject to all policies and procedures governing university financial aid. A separate application is required each semester by the announced deadline.

Conditions of eligibility for both undergraduate and graduate ministerial aid are as follows:

1. Student must regularly attend a local Wesleyan church of the North American General Conference.
2. Examination and approval as a licensed ministerial student by the District Board of Ministerial Development prior to the beginning of the semester in which the loan/grant is to be received.
3. Cumulative grade-point average of 2.0 or higher.
4. Admission to the appropriate undergraduate or graduate Christian ministries or youth ministries major (See School of Theology and Ministry).
5. Approval by the director of financial aid.

Each award is issued as a loan with separate promissory notes to be signed for repayment of the denominational and university shares. However, recipients who later serve The Wesleyan Church under district appointment have the privilege of canceling 20 percent of the total loan obligation for each year of full-time service rendered. Those who are employed otherwise will repay their loan(s) over a period of five years with an annual interest rate of 10 percent. Further information about the operation of

this program can be found online at the Wesleyan headquarters Web page <http://www.wesleyan.org> or secured by writing the Department of Education and the Ministry of The Wesleyan Church, P.O. Box 50434, Indianapolis, Indiana 46250-0434.

Loans

IWU Student Loan

Awards in this institutional loan program range from \$200 - \$3,000 per academic year to students whose parent has been denied the Parent PLUS Loan and who demonstrate financial need. Repayment of principal and interest begins after the student is enrolled less than part-time. Interest is charged at a fixed rate of 8.75%.

Federal Direct Loan

Direct Loans are need-based and/or non-need-based loans for which a student applies through the Direct Loan Program. Repayment begins six months after the student ceases to be at least a half-time student and is typically spread over a period of up to 10 years. Deferments are available if the student meets certain conditions. Dependent freshmen may borrow up to \$5,500 per academic year, sophomores may borrow up to \$6,500, and juniors and seniors may borrow up to \$7,500, based on financial need. The total amount of undergraduate loans may not exceed \$31,000. All students must file the Free Application for Federal Student Aid to qualify for a Direct Loan.

Students with financial need may qualify for a percent interest rate subsidized Direct Loan, which means the government is paying or subsidizing the interest while the student is in school. Students without financial need qualify for the unsubsidized Direct Loan at low interest rate, in which their interest is not paid by the government. Students may pay the interest monthly while in school, or the lender will capitalize the accrued interest each year causing the loan to increase more rapidly.

In order to help each student meet the August 15 payment expectation, the Financial Aid Office recommends that all applicable e-paperwork (Master Promissory Note, Federal Entrance Counseling and Federal Direct Loan Request) be completed and submitted prior to July 1 each year.

Federal PLUS (Parent Loan for Undergraduate Students)

Parents may borrow funds through this program to assist with their child(ren)'s educational expenses. The limit is the cost of education per child minus other financial aid. The interest rate is a fixed no more than 9%. Borrowers must be creditworthy and can begin repayment upon disbursement of the funds or request a deferment until the student is no longer enrolled full-time.

Work Programs

Federal Work-Study Program

Many student work assignments on the campus fall within the scope of the Federal Work-Study Program (FWS). Students average 10 hours per week during the academic year and from 15-40 hours per week during periods of non-enrollment. The pay rate is minimum wage for most positions on campus. A student is eligible for a FWS position if there is sufficient financial need and Work-Study is listed as one of the types of financial aid the student has been awarded. Please note that the award amount listed by financial aid is an estimate of earnings and not a guarantee. All students must find a job on campus and their earnings will be tied to hours worked and wage of position held. All student employees must complete the Immigration and Naturalization Service's I-9 Form and must be issued a Work Authorization.

Indiana Wesleyan University Employment

A limited number of campus jobs are assigned to students who do not qualify for the Federal Work-Study Program. In such cases, the institution pays all of the student's wages, and the earnings are paid directly to the student with the intent of paying the student's account. Pay rates are also at minimum wage.

Right to Know

A student has the right to know...

1. What financial assistance is available, including information on all federal, state, and institutional financial aid programs.
2. The deadlines for submitting applications for each of the financial aid programs available.
3. The cost of attending the institution and the school's refund policy.
4. The criteria used by the institution to select financial aid recipients.
5. How the school determines your financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in your budget.

6. What resources (such as parental contribution, other financial aid, your assets, etc.) are considered in the calculation of your need.
7. How much of your financial need, as determined by the institution, has been met.
8. An explanation of the various programs in your student aid package. If you believe you have been treated unfairly, you may request reconsideration of the award that was made to you.
9. What portion of the financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know what the interest rate is, the total amount that must be repaid, the payback procedures, the length of the time you have to repay the loan, and when repayment is to begin.

Responsibilities

It is your responsibility to...

1. Review and consider all information about the school's program before you enroll.
2. Complete all application forms accurately and submit them on time to the right place.
3. Pay special attention to and accurately complete your application for student aid. Errors can result in long delays in your receipt of financial aid. Intentional misreporting of information on application forms for federal financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
4. Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the agency to which you submitted your application.
5. Read and understand all forms that you are asked to sign and keep copies of them.
6. Accept responsibility for all agreements you sign.
7. Notify the lender of changes in your name, address, or school status if you have a loan.
8. Perform in a satisfactory manner the work that is agreed upon in accepting a university Work Study award.
9. Know and comply with the deadlines for application or reapplication for aid.
10. Know and comply with your school's refund procedures.

Withdrawal and Impact on Financial Aid

Students who receive financial aid (federal, state, or institutional aid) and withdraw from classes during the semester are potentially subject to a review of their financial aid eligibility. The impact on a student's awards will depend on

1. When the student withdrew from a class or classes.
2. Whether the student withdrew from one or more classes, but remained enrolled or if the student completely withdrew from all classes.
3. Type of financial aid awarded.
4. Changes to the charges on the student's account.

Students need to talk with their financial aid counselor prior to withdrawing from any course(s) so that he/she can make an informed decision regarding the financial impact of the withdraw and understand how it could impact the future eligibility of some types of aid.

The following sections provide an overview of the impact of withdraws based on the type of aid received:

Federal Aid (Title IV)

Students who receive federal Title IV financial aid (Pell Grant, FSEOG, TEACH Grant, Perkins Loan, Federal Work-Study, Direct Subsidized, Unsubsidized Loans or Direct PLUS Loans) and who completely withdraw from all classes during the semester are subject to the Return of Title IV Funds calculation. This calculation does not apply to a student who withdraws from one or more classes but remains enrolled in one or more classes.

To determine the withdrawal date, the contact date is the date the student notifies the university of their intent to withdraw. This notification will be recorded by the Office of Student Services and may include verbal or written communication. If the

contact date falls during a scheduled break within the term, the withdrawal date will refer back to the last date of scheduled classes before the break occurred. The withdrawal date may never fall within a scheduled break of five days or more.

For students, due to extenuating circumstances, who are unable to officially withdraw, the institution will use the last confirmed date of academically related activity (LDARA) or the mid-point of the payment period.

When a student withdraws, outstanding Title IV credit balances will be placed on hold until the R2T4 calculation has been completed. If a credit balance exists on the student's account after applying any institutional refund policies and the R2T4 calculation, the institution will disburse the credit balance to the student as soon as possible but no later than 14 days from the date the school performed the R2T4 calculation.

The calculation is based on the number of calendar days in the term compared to the number of days elapsed when the withdrawal is completed. Based on the percentage of the term completed, the student is allowed to retain a similar percentage of the federal Title IV financial aid. The remainder of the funds is to be returned to the federal programs. The school will determine how much of the federal funds are to be returned by the school and how much, if any, is to be returned by the student.

Funds will be returned in the following order if the student received money from the fund:

- Federal Unsubsidized Direct Loan
- Federal Subsidized Direct Loan
- PLUS
- Pell Grant
- FSEOG
- TEACH Grant

Title IV Funds that the school is required to return must be returned as soon as possible but no later than 45 days after determining the student withdrew.

If the funds the student must repay need to be returned to the federal grant programs, the student will only have to repay 50 percent of the required grant. Students will be given 45 days to repay any grant monies owed. After 45 days, the student will be placed in a federal grant overpayment status and will be ineligible to receive federal funds, at any school, until the grant is repaid. Loan monies owed will become subject to the loan promissory note signed by the student.

Here is an example of how a calculation might work: If there are 100 calendar days in the term (excluding any breaks of five or more days) and the student withdraws on the 25th day, 25 percent of the term has elapsed. This means that 75 percent of the federal funds must be returned. If the student received \$5,000 in federal Title IV aid, the \$3,750 must be returned. If the school retained all of the funds to pay for school charged expenses, then the school will return all of the funds. If some of the funds were disbursed to the student, then the student may have to repay some of the funds also.

A post-withdrawal disbursement is a disbursement that occurs after the R2T4 calculation is completed, and it is determined that a student received less federal student aid than the amount earned. The post-withdrawal disbursement of a federal grant for funds earned in excess of outstanding current (educationally related) charges must be made directly to the student within 45 days of the date of determination that the student withdrew. Students and/or parents (in the case of Direct Parent PLUS loans) will be notified in writing of eligibility for a post-withdrawal loan disbursement within 30 days of the date the school determined the student withdrew. Students and/or parents will have 14 days to respond to the post-withdrawal offer. Post-withdrawal disbursements will be applied to outstanding allowable charges on the student account first, and any resulting credit balance will be paid to the student and/or parent within 14 days of the disbursement.

Institutional Aid

The institutional aid a student receives will follow the same guidelines as provided in the federal aid section above, except that institutional aid is limited to the amount of institutional charges after any adjustments are made based on the withdraw.

Indiana State Aid

The Commission for Higher Education (CHE) has a refund period that consists of the first four weeks of each academic term. If a student withdraws from one or more classes and thus is not classified as a full-time student at the end of the CHE refund period, the student is not eligible for any of their state grant funds. If a student withdraws from one or more classes after the CHE refund period, the impact on the student's state grants will depend on any adjustment of charges made on the student's account. Completing fewer than 30 credits each year can also negatively impact future eligibility of some state grants.

Additionally, withdrawal from a course may have an impact on completion rate, which can affect SAP standing. Please contact the Financial Aid Office at 765-677-2116 if you have any questions regarding the impact of a withdrawal on your student financial aid.

Financial Information - Other

A student may not register for the next semester, term, or session or receive a transcript unless all charges are paid in full.

The university is not responsible for the loss of personal property on campus.

Students are accountable for materials and equipment issued to them. Damage to property must be paid for by those responsible.

The university does not have health insurance for students and will not be responsible for any health-related charges.

Financial Aid - Further Information

For further information regarding financial aid opportunities, contact the Financial Aid Office, Indiana Wesleyan University, Marion, Indiana 46953. Phone 765-677-2116.

Areas of Study and Subject Codes

Areas of Study

Exploratory Studies

John Wesley Honors College

Honors Humanities

Honors Humanities Minor

School of Arts and Humanities

Art + Design

Ceramics Minor

Design Thinking Certificate

Graphic Design

Graphic Design Minor

Illustration

Illustration Minor

Media Design Minor

Painting Minor

Photography Minor

Pre Art Therapy

Studio Arts

Studio Arts Minor

Visual Arts Education

Modern Language, Literature, and Communication

English

English Education

English Minor

Human Communication Studies

Human Communication Studies Minor

Journalism Minor

Media Communication Minor

Multimedia Communication

Applied Spanish and Hispanic Culture

Spanish Education

Spanish Minor

Strategic Communication

Strategic Communication Minor

TESOL (Teaching English to Speakers of Other Languages)

TESOL Certificate
 TESOL Education
 TESOL Minor
 World Languages Minor
 Writing
 Writing Minor

Music + Theatre

Applied Music
 Music Composition
 Music Education
 Music Minor
 Music Therapy
 Performance
 Shakespeare in Performance Minor
 Theatre
 Theatre Minor
 Theatre Education
 Worship Studies and Music Ministry

School of Theology and Ministry

Practical Theology Division

Children's Ministries
 Children's Ministries Minor
 Christian Education
 Christian Education Minor
 Christian Ministries
 Christian Ministries Minor
 Christian Worship
 Community Development
 Community Development Minor
 Global Ministries
 Global Ministries Minor
 Kern Mentoring Program
 Practical Theology-Master's
 Pastoral Counseling & Care
 Pastoral Counseling & Care Minor
 Spiritual Care-Master's
 Sports Ministries
 Sports Ministries Minor
 Urban Ministries Minor
 Worship Arts
 Worship Studies Minor
 Worship Studies and Music Ministry
 Youth Ministries
 Youth Ministries Minor

Religious and Ministerial Studies Division

Bible - 2nd major
 Bible Minor
 Biblical History and Geography Minor
 Biblical and Theological Studies
 Biblical and Theological Studies – Master's
 Biblical Languages Minor
 Biblical Literature
 Christian Foundations Minor
 Christian Theology -Master's

Intercultural Studies
Intercultural Studies Minor
Philosophy and Religion Minor
Studies in the Holy Land Minor
Theology Minor
Theology and Philosophy

School of Professional Studies

School of Teacher Education

Biology Education
Chemistry Education
Elementary Education
Elementary Education/Exceptional Needs Education
English Education
Exceptional Needs Education (P-12)
Exceptional Needs Education (K-6)
Mathematics Education
Music Education
Social Studies Education
Spanish Education
TESOL Education
Theatre Education
Visual Arts Education

DeVoe Division of Business

Accounting
Accounting Minor
Business Administration
Business Administration Minor
Entrepreneurship
Finance
Management
Marketing

Social Sciences

Economics
Economics Minor
History
History Minor
International Relations
International Relations Minor
Political Science
Political Science Minor
Political Science Pre-Law
Social Studies
Social Studies Education

School of the Physical and Applied Sciences

Natural Sciences

Biology
Biology Minor
Biology Education
Biochemistry
Biochemistry, ACS
Chemistry
Chemistry, ACS
Chemistry Minor

Chemistry Education
 Environmental Science
 Environmental Science Minor
 Medical Technology
 Physics
 Physics Minor
 Pre-Health Care Sciences (Non-Nursing)

Mathematics, Engineering, and Computer Science

Actuarial Science Minor
 Computer Information Systems
 Computer Science
 Computer Science Minor
 Data Science
 Data Science Minor
 Engineering
 Engineering Minor
 Mathematics
 Mathematics - Interdisciplinary
 Mathematics Minor
 Mathematics Education
 Statistics Minor

Behavioral Sciences

Addictions Counseling
 Addictions Studies
 Addictions Studies Minor
 Addictions Counseling Certificate
 Child Advocacy Certificate
 Criminal Justice
 Criminal Justice Minor
 National Security Studies Minor
 Pre-Art Therapy
 Psychology
 Psychology Minor
 Social Work
 Social Work - Masters
 Sociology Minor

School of Nursing and Health Sciences

Health and Human Performance

Athletic Training - Masters
 Coaching Education Minor
 Exercise Science
 Health Promotion and Wellness Minor
 Military Leadership Minor
 Recreation Management Minor
 Sports Management
 Sports Ministries

Pre-Licensure Nursing

Nursing
 Transition to Nursing (Accelerated, 2nd degree)
 Human Trafficking Studies Certificate

Occupational Therapy Doctorate

Doctor of Physical Therapy

Undergraduate Subject Codes

ACC	Accounting
ADC	Addictions Counseling
ADM	Administration
ART	Art
ATR	Athletic Training
BIL	Biblical Literature
BIO	Biology
BUS	Business
CDV	Community Development
CED	Christian Education
CIE	Civil Engineering
CHE	Chemistry
CHI	Mandarin Chinese
CIS	Computer and Information Sciences
COM	Communication
CPE	Computer Engineering
CRJ	Criminal Justice
DES	Design
DNE	Dance
DSC	Data Science
EAR	Earth Science
ECO	Economics
EDS	Special Education
EDU	Education
EEE	Electrical Engineering
EGR	Engineering
ENG	English
ENT	Entrepreneurship
ESL	English: A Second Language
EXS	Exercise Science
FIN	Finance

FRE	French
GEO	Geography
GLM	Global Ministries
GRE	Greek
HBR	Hebrew
HNR	Honors College
HST	History
ICD	International and Community Development
INR	International Relations
INT	Intercultural Studies
IPE	Interprofession
LAT	Latin
LDR	Leadership
LFC	Life Calling
MAT	Mathematics
MEE	Mechanical Engineering
MKG	Marketing
MLT	Medical Laboratory Technology
MNG	Management
MSC	Military Science
MUS	Music
NES	Near Eastern Studies
NUR	Nursing
PHE	Physical Education
PHL	Philosophy
PHO	Photography
PHY	Physics
PMD	Pre-medical Sciences
POL	Political Science
PSY	Psychology
REC	Recreation Management
REL	Religion
SCI	Science

SMG	Sports Management
SOC	Sociology
SPA	Spanish
SWK	Social Work
THE	Theology
THR	Theatre
TSL	TESOL
UNV	University Studies
WOR	Worship
WRI	Writing
YTH	Youth Ministries

Graduate Subject Codes

ATH	Athletic Training
BIL	Bible
CED	Christian Education
DPT	Physical Therapy
NES	Near Eastern Studies
OTD	Occupational Therapy
REL	Religion
SWK	Social Work
THE	Theology
WOR	Worship

Numbering of Courses

The course number has significance in the following ways:

000-099 Preparatory Courses (Limited number applied toward graduation)

100-199 Courses ordinarily taken in the freshman year

200-299 Courses ordinarily taken in the sophomore year

300-399 Courses ordinarily taken in the junior year

400-499 Courses ordinarily taken in the senior year

500-999 Courses ordinarily taken for graduate/doctoral credit

General Studies Program

Purpose

The purpose of the program in general studies is to provide a general college education. General Studies is unique in that it is a stand-alone major but cannot have additional majors or minors. The major is General Studies. There is no departmental major, although a concentration of 30 credits must be completed in one subject area. The program in general studies is open to any student who meets general admission requirements to the university and is housed within Registration & Academic Services (RAS). In partnership with faculty from the concentration area, a RAS advisor will be assigned for the General Studies program.

General Studies - B.S.

Requirements for B.S. degree

Completion of the general education requirements--B.S. degree: (48-54 credits)

Concentration in one subject area (30 credits)

With GPA of 2.25 (18 credits must be taken at IWU)

See subject areas below

Upper level, 300-400 courses (18 credits)

Electives (22-28 credits)

Total credits for graduation (124 credits)

Art	courses with ART, DES, or PHO prefixes
Business	courses with ACC, BUS, ENT, FIN, MKG, or MNG prefixes
Communications	courses with COM or THR prefixes
Engineering	courses with CIE, CPE, EEE, EGR, or MEE prefixes
Mathematics and Computer Sciences	courses with CIS, DSC, or MAT prefixes
Modern Languages and Literature	courses with CHI, ENG, FRE, SPA, TSL, or WRI prefixes
Music	courses with MUS prefixes
Behavioral Sciences	courses with ADC, CNS, CRJ, PSY, SOC, SDC, or SWK prefixes
Social Sciences	courses with ECO, GEO, HST, INR, or POL prefixes
Teacher Education	courses with EDS or EDU prefixes and discipline specific concentrations
Health and Human Performance	courses with ATR, EXS, PHE, REC, or SMG prefixes
Natural Sciences	courses with BIO, CHE, EAR, PHY, PMD, or SCI prefixes
Nursing	courses with NUR prefixes
Theology and Ministry	courses with BIL, CED, CDV, GLM, GRE, HBR, INT, LAT, MIN, NES, PHL, REL, THE, WOR, or YTH prefixes

General Studies - A.S.

Requirements for A.S. degree

Completion of the general education requirements--A.S. degree: (23 credits)

See general education associate degree requirements (p. 62)

Concentration in one subject area (15 credits)

With GPA of 2.00 (9 credits must be taken at IWU)

Electives (24 credits)**Total credits for graduation (62 credits)**

Art	courses with ART, DES, or PHO prefixes
Business	courses with ACC, BUS, ENT, FIN, MKG, or MNG prefixes
Communications	courses with COM or THR prefixes
Engineering	courses with CIE, CPE, EEE, EGR, or MEE prefixes
Mathematics and Computer Sciences	courses with CIS, DSC, or MAT prefixes
Modern Languages and Literature	courses with CHI, ENG, FRE, SPA, TSL, or WRI prefixes
Music	courses with MUS prefixes
Behavioral Sciences	courses with ADC, CNS, CRJ, PSY, SOC, SDC, or SWK prefixes
Social Sciences	courses with ECO, GEO, HST, INR, or POL prefixes
Teacher Education	courses with EDS or EDU prefixes and discipline specific concentrations
Health and Human Performance	courses with ATR, EXS, PHE, REC, or SMG prefixes
Natural Sciences	courses with BIO, CHE, EAR, PHY, PMD, or SCI prefixes
Nursing	courses with NUR prefixes
Theology and Ministry	courses with BIL, CED, CDV, GLM, GRE, HBR, INT, LAT, MIN, NES, PHL, REL, THE, WOR, or YTH prefixes

John Wesley Honors College (JWHC)

The John Wesley Honors College (JWHC) is an international community of Christian liberal learning at IWU that seeks to glorify God through the creative pursuit of academic excellence and spiritual formation.

JWHC students are a select group of bright and ambitious students who take seriously Christ's command to love God with all one's heart, soul and intellect. They desire, above all, to use their gifts and talents to make a difference in the world for Christ. Such students recognize that, in whatever career they choose to enter, a rigorous liberal arts education will foster the sort of intellectual skills and virtues necessary to achieve this goal. The JWHC provides a learning environment in which such students can thrive and prepare to pursue lives well-lived in service to Church and society.

Through smaller, inquiry-based, discussion-oriented classes, JWHC students engage their studies with extraordinary self-investment and creativity. The honors curriculum's focus on depth and relevance means that JWHC students spend less time on busy work and more time engaging primary sources, learning through hands-on experiences, and grappling with the enduring significance of course material for their life and faith. JWHC students are challenged to ask tough questions, to enrich their understanding of life's complexities, and to reflect critically on the relevance of their faith to contemporary issues. The JWHC also offers numerous co-curricular opportunities, both on and off campus, that allow students to connect these learning experiences to the broader world in which they live.

Ultimately, the JWHC strives to produce graduates who can compete intellectually with the best and brightest of their peers globally. But perhaps more importantly, the JWHC aims to nurture graduates who are adept at drawing faith, learning and career into an integrated life calling.

Students participate in the JWHC either as John Wesley Scholars, Luther Lee Scholars, or Mary C. Dodd Honors Students. John Wesley and Luther Lee Scholars enter the Honors College as freshmen and pursue an Honors Humanities major (p. 97), which fulfills their general education requirements. Mary C. Dodd Honors Students join the Honors College as sophomores or juniors and pursue an Honors Humanities minor (p. 99), much of which overlaps with their University general education requirements. Students are chosen to participate in these curricular programs through a highly selective application process.

Honors Humanities - B.A.

Honors Humanities is a rigorous interdisciplinary major that satisfies the general education requirements for John Wesley and Luther Lee Scholars. By completing the Honors Humanities major, John Wesley and Luther Lee Scholars fulfill IWU's general education requirements and competency and proficiency requirements for graduation with a bachelor's degree.

The Honors Humanities major may not be taken as a stand-alone major. Honors Humanities is offered as a complementary major that provides interdisciplinary preparation for a more holistic and meaningful engagement of a particular field of study.

Admission to the Honors Humanities major is only open to students enrolled in the John Wesley or Luther Lee Scholars programs. Successful completion of the Honors Humanities major is a requirement for graduation from IWU with honors distinction as a John Wesley or Luther Lee Scholar. Students must maintain a 3.5 cumulative GPA and a 3.0 GPA in their coursework in the Honors Humanities major.

Required Major Courses (40-42 credits)

Christian Liberal Learning and Life Calling (18 credits)

HNR-170	LLLC Seminar I: What Is Truth?	3
HNR-177	LLLC Seminar II: What Is the Good Life?	3
HNR-270	LLLC Seminar III: What Is Humanity?	3
HNR-277	LLLC Seminar IV: What Is Beauty?	3
HNR-375	LLLC Seminar V: Who is our Neighbor?	3
HNR-475	LLLC Capstone: How Then Shall We Live?	3

Interdisciplinary Humanities (18 credits)

HNR-180	Foundations of Christian Tradition	3
HNR-185	Rhetoric and the Sacramental Imagination	3
HNR-280	Wisdom, Culture, and Justice Through the Ages I	3
HNR-310	Honors Colloquia	1 to 3
HNR-380	Wisdom, Culture, and Justice Through the Ages II	3
HNR-385	Great Texts in Context	3

Honors Practica in Christian Calling (0-1 credits)

HNR-130	Honors Practicum in Christian Calling I: Practices of the Faithful - Called to Love	0 to 1

Honors Scholarship Research Requirement

In addition to taking HNR-499, students must choose between:

Option 1

Take 4-5 credits from the following courses:

HNR-350	Honors Seminar in Faith and Scholarship	1 to 3
HNR-497	Honors Scholarship Project I	1 to 3
HNR-498	Honors Scholarship Project II	1 to 3
MAT-490	Math Senior Seminar	2
MUS-490	Senior Seminar	2
NUR-336	Nursing Research and Evidence-	3

	Based Practice	
REL-490	Practical Theology Capstone	1
SOC-482	Social Research	3

Option 2

Take 4 credits from the following courses:

HNR-350

One or two of the following:

ART 472	Senior Project 2	3
ART-491	Senior Portfolio	3
ATR-231	Advanced Athletic Training	2
ATR-495	Athletic Training Practicum IV	1
BIO-495	Research in Biology	0 to 4
CHE-495	Research in Chemistry	1 to 4
CIS-492	Senior Project II	2
COM-480	Communications Senior Seminar II	3
DES-405	Design Thesis I	3
ECO-498	Economics Seminar - Research	2
ECO-499	Economics Seminar - Presentation	1
ENG-481	English Capstone	3
EXS-485	Senior Research Seminar I	2
EXS-486	Senior Research Seminar II	1
HST-450	History Research Seminar	3
MKG-424	Strategic Marketing	3
PHO-490	Senior Thesis Project	3
PHY-495	Research in Physics	1 to 4
POL-471	Political Science/International Relations Capstone	3
PSY-355	Research Methods for the Behavioral Sciences	3
SPA-470	Spanish Capstone	3
TSL-471	Research Seminar	2
WRI-481	Writing Capstone	3

The Honors Scholarship Project (Research, Service Learning, Creative) is completed over the course of two semesters. Students decide with their faculty mentors how the 3-credit requirement will be distributed across the two semesters. Students may petition to pursue an HSP of more than 3 credits (up to 6 credits). If a student's disciplinary major includes a research capstone experience, the HSP will overlap with this project. If not, the HSP will still apply as an upper-divisional elective within a student's disciplinary major.

Additional Required Courses (15 credits)**Social Science Electives (6 credits)**

ECO/POL/INR	One Elective Course from ECO/POL/INR	
SOC/PSY	One Elective Course from SOC/PSY	

Health and Wellness (2 credits)

PHE-101	Concepts of Health and Wellness	1
PHE-102-139	One PHE Activity Course	1

Science/Mathematics (7 credits)

	Lab Science	4
MAT/CIS	Mathematics OR Computer Course	3

Mathematics course at or above MAT-103 excluding MAT-108 and MAT-110

Computer course at or above CIS-110 excluding CIS-450

Intercultural Competency

Demonstrated by successful completion of LLLC Seminar: Who is our Neighbor? (HNR-375).

Writing Competency

Demonstrated by successful completion of Rhetoric and the Sacramental Imagination (HNR-185).

Communication Competency

Demonstrated by successful completion of Honors Scholarship Presentation (HNR-499).

Substitutions for Standard General Education Package

HNR-170 substitutes for THE-101

HNR-177 substitutes for PHL-180

HNR-180 substitutes for BIL-102

HNR-185 substitutes for WRI-120 or above

HNR-270 substitutes for Social Science elective by petition

HNR-277 substitutes for MUS-180

HNR-375 substitutes for Social Science elective by petition

HNR-280 or 380 substitutes for HST-180

HNR-385 substitutes for ENG-180

Honors Humanities Minor

The Honors Humanities minor is an interdisciplinary engagement of the fundamental questions of human existence for the purpose of contextualizing and enriching one's studies in a particular academic discipline.

Admission to the Honors Humanities minor is limited to students who have enrolled in the Mary C. Dodd Honors program. Mary C. Dodd Honors students must complete all of the CAS general education requirements for graduation with a bachelor's degree. Many of the courses in the Honors Humanities minor may be applied toward certain CAS general education requirements. Successful completion of the Honors Humanities minor is a requirement for graduation from IWU as a Mary C. Dodd Honors Student. Students must maintain a 3.5 cumulative GPA and a 3.0 GPA in their coursework in the Honors Humanities minor.

Honors Humanities Minor (21-23 credits)

Christian Liberal Learning and Life Calling (9 credits)

HNR-170	LLLC Seminar I: What Is Truth?	3
HNR-475	LLLC Capstone: How Then Shall We Live?	3

Choose at least one of the following courses:

HNR-270	LLLC Seminar III: What Is Humanity?	3
HNR-277	LLLC Seminar IV: What Is Beauty?	3
HNR-375	LLLC Seminar V: Who is our Neighbor?	3

Interdisciplinary Humanities (8 credits)

HNR-180	Foundations of Christian Tradition	3

Choose at least five credits from the following courses:

HNR-185	Rhetoric and the Sacramental Imagination	3
HNR-280	Wisdom, Culture, and Justice Through the Ages I	3
HNR-310	Honors Colloquia	1 to 3
HNR-380	Wisdom, Culture, and Justice Through the Ages II	3
HNR-385	Great Texts in Context	3

Honors Practica in Christian Calling (0-1 credits)

HNR-130	Honors Practicum in Christian Calling I: Practices of the Faithful - Called to Love	0 to 1

Honors Scholarship Research Requirement

In addition to taking HNR-499, students must choose between:

Option 1

Take 4-5 credits from the following courses:

HNR-350	Honors Seminar in Faith and Scholarship	1 to 3
HNR-497	Honors Scholarship Project I	1 to 3
HNR-498	Honors Scholarship Project II	1 to 3
MAT-490	Math Senior Seminar	2
MUS-490	Senior Seminar	2
NUR-336	Nursing Research and Evidence-Based Practice	3
REL-490	Practical Theology Capstone	1
SOC-482	Social Research	3

Option 2

Take 4 credits from the following courses:

HNR-350

One or two of the following:

ART-491	Senior Portfolio	3
ATR-231	Advanced Athletic Training	2
ATR-495	Athletic Training Practicum IV	1
BIO-495	Research in Biology	0 to 4
CHE-495	Research in Chemistry	1 to 4
CIS-492	Senior Project II	2
COM-480	Communications Senior Seminar II	3
DES-405	Design Thesis I	3
ECO-498	Economics Seminar - Research	2
ECO-499	Economics Seminar - Presentation	1
ENG-481	English Capstone	3
EXS-485	Senior Research Seminar I	2
EXS-486	Senior Research Seminar II	1
HST-450	History Research Seminar	3
MKG-424	Strategic Marketing	3
PHY-495	Research in Physics	1 to 4
POL-471	Political Science/International Relations Capstone	3

PHO-490	Senior Thesis Project	3
PSY-355	Research Methods for the Behavioral Sciences	3
SPA-470	Spanish Capstone	3
TSL-471	Research Seminar	2
WRI-481	Writing Capstone	3

The Honors Scholarship Project (Research, Service Learning, Creative) is completed over the course of two semesters. Students decide with their faculty mentors how the 3-credit requirement will be distributed across the two semesters. Students may petition to pursue an HSP of more than 3 credits (up to 6 credits). If a student's disciplinary major includes a research capstone experience, the HSP will overlap with this project. If not, the HSP will still apply as an upper-divisional elective within a student's disciplinary major.

School of Arts and Humanities

Vision: The School of Arts and Humanities is an interdisciplinary community devoted to the incarnation of Christ's truth through language and the arts. Our desire is to participate in the reconciliation of all creation to God.

The School of Arts and Humanities is an interdisciplinary community devoted to developing students in the exploration and communication of truth and beauty in God's world through language, social sciences, and the arts. The central goal of the faculty of this school is to inspire students to show their love for God with their whole heart, soul, *mind* and strength. The faculty of this school are integral to fulfilling the liberal learning objectives of the College of Arts and Sciences, providing for students introductions to art, modern languages, literature, history, social studies, music, theatre, and communication, as well as helping students to meet writing and public speaking competencies. The School of Arts and Humanities houses the following divisions:

Art + Design (p. 101)

Modern Language, Literature, and Communication (p. 109)

Music + Theatre (p. 137)

Division of Art + Design

Purpose

We offer art students a learning environment which blends design, art making, and creativity with career development and Christ-centered social engagement.

Mission

The Division of Art + Design is a flourishing Christ-centered community of artists, designers, students, and scholars dedicated to serving others. Our art professors are devoted to working alongside students, helping them successfully develop as artists, designers, and followers of Christ.

Programs

- Graphic Design (p. 102)
- Illustration (p. 103)
- Photography (p. 104)
- Art Education in cooperation with Education Division (p. 107)
- Pre-art Therapy in cooperation with Behavioral Science Division (p. 107) (p. 105)
- Studio Arts - with concentrations in Painting, Printmaking/Drawing, Ceramics, or Sculpture (p. 105)

Also available are the following **minors**:

- Ceramics (p. 107)
- Fine Arts (p. 108)

- Graphic Design (p. 108)
- Illustration (p. 108)
- Painting (p. 108)
- Photography (p. 109)

Also available is the following **certificate**:

- Design Thinking (p. 109)

Admission to an Art + Design Major

Declaration of an Art and Design major is made through the Residential Academic Services Office. Students are encouraged to declare their major when making application to the university or during their first semester registration. Students are accepted into an art + design major/minor on a conditional basis until successful completion of the mid-point review. A lab fee will be assessed for all Art + Design studio classes. The fee amount varies based on course requirements.

Mid-Point Review

Permission to continue a specific major(s) in the Division of Art + Design traditionally is granted during the second semester of the sophomore year (exceptions may apply for transfer students from another institution or major).

Requirements for transfer students will be considered on an individual basis. Transfer students must make arrangements through the coordinator of their major(s) for a portfolio review.

Failure to complete and pass the mid-point review may prevent students from registering for additional art courses, result in probation, or withdrawal from the Art + Design major(s).

Academic Requirements

Students must maintain a minimum GPA of 2.5 in their declared major(s) or minor(s) and complete each course required by the major(s)/minor(s) with a "C" or above. Failure to do so will require repeating the course(s) or withdrawing from the major(s)/minor(s).

Senior Exhibit

A senior art exhibit or thesis project is mandatory for all students who have been admitted into the Graphic Design, Illustration, Photography, and/or Studio Art B.A. programs. The senior exhibit is designed to give exhibition experience to the studio artist while showcasing his/her academic and creative accomplishments.

Exiting Senior Assessment

A formal assessment process is required and must be successfully completed by all graduating seniors. As a part of this process, each graduating student must submit a digital portfolio to be assessed and archived within the Division of Art + Design. Major/minor exiting requirements may be obtained from the Art office.

Design Technology Statement

The Design programs (Graphic Design, Visual Communication Design, and Design for Social Impact) of the Division of Art + Design at Indiana Wesleyan University require all enrolled (Minor, BA, and BFA) students to have a personal computer for their design studies. While the Division of Art + Design provides first-rate studios and shared learning resources, it is essential for design students to have ready access to computer technology outside of the classroom at any given moment. The ability to mobilize projects on and off campus is vital to student learning, as necessitated by the ever-changing design field, rapid changes in technology, and the need for the collaboration with other designers. Access to readily available technology naturally develops confidence and computer proficiency with every design project students complete; this is vital for the world they face.

Equipment and Supplies

Equipment, software and supply lists required for each course/program are available on the Division of Art + Design website.

Graphic Design - B.A.

Requirements (54 credits)

Foundations & Division Core

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-120	OBS/REP 2: Empirical Drawing	3
ART-131	Ideation/Interpretation 2	3
ART-133	Color	3
ART-261	Survey of Western Art History I	3
ART-262	Survey of Western Art History II	3
PHO-110	Photo I	3

Design Core & Studios

DES-101	Design Fundamentals	3
DES-201	DC3: User Experience Design	3
DES-202	DC4: Typography	3
DES-251	Making Meaning	3
DES-301	Form and Function Studio	3
DES-302	Identity Design Studio	3
DES-351	Service and Research Design	3

Professional Practicum

ART-491	Senior Portfolio	3

Design Thesis

DES-405	Design Thesis 1	3
DES-455	Design Thesis 2	3

6 Hours of Foreign Language

Foreign Language requirement - all students will be required to take 6 hours of a foreign language at the college level. The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

- Students for whom English is a second language will be exempt from the 6-hour foreign language requirement.
- Students who have completed four years of a high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.
- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

Illustration - B.A.

Requirements (48-50 credits)

Required Courses (42-44 credits)

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-120	OBS/REP 2: Empirical Drawing	3
ART-133	Color	3
ART-245	Composition and Storyboarding	3
PHO-110	Photo I	3
DES-101	Design Fundamentals	3
ART-331	Representational Painting	3
ART-380	The History of American Illustration	3

ART-374	Illustration I	3
ART-436	Computer Illustration	3
ART-474	Illustration II	3
ART-477	Thematic Illustration III	3
ART-490	Senior Exhibit - Art	0 to 2
ART-491	Senior Portfolio	3

ART-331 may be repeated up to 4 times.

Choose two art history courses from the following: (6 credits)

ART-261	Survey of Western Art History I	3
ART-262	Survey of Western Art History II	3
ART-383	Early Renaissance	3
ART-384	High Renaissance	3
ART-385	Baroque Art	3
ART-386	Nineteenth Century Art	3
ART-387	Art of Modern Europe	3
ART-476	Art Enrichment	3

6 Hours of Foreign Language

Foreign Language requirement - all students will be required to take 6 hours of a foreign language at the college level. The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

- Students for whom English is a second language will be exempt from the 6-hour foreign language requirement.
- Students who have completed four years of a high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.
- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

Photography - B.A.

Requirements (58 credits)

Foundations (12 credits)

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-131	Ideation/Interpretation 2	3
ART-133	Color	3

Art History + Criticism (12 credits):

ART-261	Survey of Western Art History I	3
ART-262	Survey of Western Art History II	3
ART-311	Critical Theory & the Arts	3
PHO-261	History of Photography	3

Photo Core (34 credits)

PHO-110	Photo I	3
ART-245	Composition and Storyboarding	3
PHO-220	Photo Tech I	3
PHO-290	Photo Midpoint Review	1
PHO-270	Documentary Photography	3
PHO-310	Photo II	3
PHO-320	Photo Tech II	3

PHO-360	Fundamentals of Cinema	3
PHO-370	Alternative Photographic Processes	3
PHO-470	Concept-Based Photography	3
PHO-480	Business Practices for Photographers	3
PHO-490	Senior Thesis Project	3

Workshops (0 credits)

Photo Workshop (Take 4 times)

6 Hours of Foreign Language

Foreign Language requirement - all students will be required to take 6 hours of a foreign language at the college level. The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

- Students for whom English is a second language will be exempt from the 6-hour foreign language requirement.
- Students who have completed four years of a high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.
- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

Studio Arts - B.A.

Common Core (48 credit hours)

Foundations Classes (24 Credit Hours)

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-120	OBS/REP 2: Empirical Drawing	3
ART-131	Ideation/Interpretation 2	3
ART-133	Color	3
ART-261	Survey of Western Art History I	3
ART-262	Survey of Western Art History II	3
ART-387	Art of Modern Europe	3

Senior Portfolio

ART-490	Senior Exhibit - Art	0 to 2
ART-491	Senior Portfolio	3

Studio Art Classes Options List (12 credits)

Complete 12 credits from the "Studio Art Classes" listed below.

Requirements List

ART-123	Empirical Sculpture	3
ART-241	Ceramics I	3
ART-343	Ceramics II	3
ART-441	Ceramics III	3
ART-442	Ceramics IV	3
ART-251	Sculpture I	3
ART-351	Sculpture II	3

ART-230	Stained Glass I	3
ART-330	Stained Glass II	3
ART-430	Stained Glass III	3
ART-256	Weaving I	3
ART-356	Weaving 2	3
ART-228	Metalsmithing I	3
ART-328	Metalsmithing II	3
ART-311	Critical Theory & the Arts	3
ART-331	Representational Painting	3
ART-332	Paint Materiality	3
ART-366	Printmaking	3
ART-346	Painting From Life	3
ART-446	Portrait Painting	3
ART-374	Illustration I	3
ART-474	Illustration II	3
ART-477	Thematic Illustration III	3
ART-478	Art Internship	3 to 9
ART-481	Studio Practicum	1 to 3
PHO-110	Photo I	3
DES-101	Design Fundamentals	3
DES-202	DC4: Typography	3
DES-251	Making Meaning	3
DES-301	Form and Function Studio	3
DES-353	DSI 6: Sustainable Design	3

Concentration and/or Specialization (12 credits)

Requirements as listed below for a concentration in interdisciplinary studio. Students may select to attain a specialization (which is transcribed) in ceramics, painting, printmaking/drawing, or sculpture by declaring it with Registration & Academic Services.

Ceramics Specialization

Requirements List

ART-241	Ceramics I	3
ART-343	Ceramics II	3
ART-441	Ceramics III	3
	Choose one of the following:	
ART-442	Ceramics IV	3
ART-431	Contemporary Painting	3
ART-251	Sculpture I	3
ART-123	Empirical Sculpture	3

Painting Specialization

Requirements List

ART-331	Representational Painting	3
ART-332	Paint Materiality	3
ART-431	Contemporary Painting	3
	Choose one of the following:	
ART-366	Printmaking	3
ART-346	Painting From Life	3
ART-446	Portrait Painting	3

ART-331 may be repeated up to 4 times.

Printmaking/Drawing Specialization

Requirements List

ART-366	Printmaking	3
ART-331	Representational Painting	3
ART-431	Contemporary Painting	3

ART-331 may be repeated up to 4 times.

Sculpture Specialization

Requirements List

ART-123	Empirical Sculpture	3
ART-251	Sculpture I	3
ART-351	Sculpture II	3
Choose one of the following:		
ART-228	Metalsmithing I	3
ART-241	Ceramics I	3
ART-431	Contemporary Painting	3

Interdisciplinary Concentration

Requirements List

ART-431	Contemporary Painting	3
	Choose 9 additional total credits from the Studio Art Classes	9

6 Hours of Foreign Language

Foreign Language requirement - all students will be required to take 6 hours of a foreign language at the college level. The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

- Students for whom English is a second language will be exempt from the 6-hour foreign language requirement.
- Students who have completed four years of a high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.
- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

Visual Arts Education

See the education section of the catalog for a list of specific courses required for Art Education.

Pre-art Therapy Major

See the behavioral sciences section of the catalog for a list of specific courses required for Pre-art Therapy (p. 231).

Ceramics Minor

Requirements (18 hours)

Required Courses

ART-101	Ideation/Interpretation 1	3
ART-131	Ideation/Interpretation 2	3
ART-241	Ceramics I	3

ART-343	Ceramics II	3

Select 2 unduplicated courses for a total of 6 hours from the following courses

ART-228	Metalsmithing I	3
ART-230	Stained Glass I	3
ART-251	Sculpture I	3
ART-351	Sculpture II	3
ART-441	Ceramics III	3
ART-442	Ceramics IV	3

Studio Arts Minor

Requirements (18 hours)

Required Courses

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
	or	
ART-133	Color	3

Select any 4 courses with an ART prefix at the 200, 300, or 400 level for a total of 12 credits.

As many as 2 of those 4 courses with a PHO prefix.

As many as 1 of those 4 courses with a DES prefix.

Graphic Design Minor

Requirements (18 hours)

Required Courses

ART-101	Ideation/Interpretation 1	3
DES-101	Design Fundamentals	3
DES-201	DC3: User Experience Design	3
DES-251	Making Meaning	3
DES-301	Form and Function Studio	3
DES-202	DC4: Typography	3

Illustration Minor

Requirements (18 hours)

Required Courses

ART-111	OBS/REP 1: Empirical Drawing	3
ART-245	Composition and Storyboarding	3
ART-374	Illustration I	3
ART-474	Illustration II	3

Select two unduplicated courses for a total of 6 hours from the following courses

ART-331	Representational Painting	3
ART-332	Paint Materiality	3
ART-380	The History of American Illustration	3
ART-133	Color	3
ART-477	Thematic Illustration III	3

Painting Minor

Requirements (18 hours)

Required Courses

ART-111	OBS/REP 1: Empirical Drawing	3

ART-331	Representational Painting	3
ART-332	Paint Materiality	3
ART-346	Painting From Life	3

ART-331 may be repeated up to 4 times.

Select any 2 unduplicated courses with an ART prefix at the 200, 300, or 400 level for a total of 6 credits.

Photography Minor

Requirements (18 hours)

Required Courses

ART-101	Ideation/Interpretation 1	3
PHO-110	Photo I	3
PHO-310	Photo II	3

Select three unduplicated courses for a total of 9 hours from the following courses

PHO-270	Documentary Photography	3
PHO-370	Alternative Photographic Processes	3
PHO-320	Photo Tech II	3
PHO-220	Photo Tech I	3
PHO-470	Concept-Based Photography	3

Design Thinking Certificate

Requirements

Required courses (6 credits)

ART-101	Ideation/Interpretation 1	3
	or	
DES-101	Design Fundamentals	3
DES-151	DC2: Human Centered Design	3

Elective courses (6 credits)

Choose two of the following

DES-254	DSI 2: Placemaking Design	3
DES-352	DSI: Non-profit Funding	3
DES-353	DSI 6: Sustainable Design	3

Modern Language, Literature, and Communication Division

The Division of Modern Language, Literature, and Communication equips Christ-centered communicators, grounded in theory, scholarship and professional skills, who give voice to stories that impact culture. Our desire is to cultivate the study of language in all its varied forms as active participants in the reconciliation of all creation to God. The faculty members in the division are committed to developing Christian scholars who explore all facets of the spoken and written word. The Division of Modern Language, Literature, and Communication is devoted to the incarnation of God's truth through language, literature, and culture.

The following majors are offered in the division: English (p. 111), English Education (p. 113), Applied Spanish and Hispanic Studies (p. 120), Spanish Education (p. 123), TESOL (p. 127) (Teaching English to Speakers of Other Languages), TESOL Education (p. 130) and Writing (p. 132), Human Communication Studies (p. 116), Multimedia Communication (p. 119), Strategic Communication (p. 124). The division also offers minors in: English (p. 113), Writing (p. 136), TESOL (p. 130), Spanish (p. 122), and World Languages (p. 127) (Spanish, French, and Mandarin Chinese), Human Communication (p. 117), Strategic Communication (p. 123), Multimedia Communication (p. 118), and Journalism (p. 118).

Each major and minor provides students with a strong foundation in theory and practice; knowledge and skills in utilizing contemporary images, methods and media; opportunities to apply knowledge and skills in hands-on, professional settings; and an understanding of how their storytelling can impact contemporary culture – all within a Christian worldview. Students

prepare both theoretically and practically for a personal and professional life that recognizes language, literature, and communication as among God's great gifts.

Modern Language, Literature, and Communication Organizations and Opportunities

The Division of Modern Language, Literature, and Communication provides a variety of opportunities and organizations to supplement its academic offerings:

1. **Amplify Media:** In conjunction with our Multimedia Communication major, we have a combined student media organization. This organization consists of:
 - a. **IWU Video:** Students work with staff professionals on local news magazine shows, live athletic events, community telethons, and IWU cultural and worship events as well as produce video for clients and all student media.
 - b. ***The Sojourn*:** Students experience the satisfaction of applying their knowledge and skills, working as a team, and collecting published work by writing for *The Sojourn*, IWU's award-winning campus newspaper, in print and online. The student-managed *Sojourn* awards stipends for all editors, business and distribution managers, and photography staff.
 - c. **WIWU-FM:** Student managers operate an FCC licensed radio station with the assistance of a faculty advisor. Students serve as on-air announcers as required in various radio courses. WIWU-FM (94.3, The Fortress) broadcasts to all of Marion and Grant County with contemporary Christian music and local programming.
 - d. **GrantConnected.net** is a digital news site focused on Grant County news and information. Student journalists report on stories of interest to the broader community and present their work through online platforms and in multimedia forms including photos, audio, and video.
 - e. Students involved in student media will have opportunity to participate in national student media organizations such as Indiana Collegiate Press Association and Associated College Press. The *Sojourn* earns numerous awards from both annually. We are also involved in College Broadcasters, Inc, Broadcast Education Association, and Indiana Broadcasters Association.
2. **PRSSA:** The fully accredited IWU Chapter of the Public Relations Student Society of America allows students to gain valuable out-of-classroom experience and knowledge in public relations and to develop relationships with working professionals and students in chapters across the country.
3. ***Caesura*:** Each spring student editors publish the *Caesura* literary magazine, featuring a variety of prose, poetry, creative nonfiction, and visual art pieces submitted by students. Students from all disciplines are encouraged to submit work.
4. **The Ink Well Writing Center:** The Ink Well, the university writing center, seeks to assist students from both IWU Marion and IWU National and Global with every stage of the writing process through appointments with trained student writing consultants. It provides employment and experience in peer consultancy to many students both within and outside of our division.
5. **Sigma Tau Delta:** Second-semester sophomores and above who maintain a GPA of 3.2 or higher are eligible to join Sigma Tau Delta, an International English Honor Society. This is a great place to network with other majors, serve the community, and be a part of a nationally-recognized organization.
6. **Sigma Delta Pi:** Sigma Delta Pi, the National Collegiate Hispanic Honor Society (La Sociedad Nacional Honoraria Hispanica), is the only honor society devoted exclusively to students of Spanish in four-year colleges and universities. Sigma Delta Pi offers a scholarship program for its active members with annual undergraduate awards for summer study in Spain, Mexico, Ecuador, Peru, and Bolivia.

CCCU BestSemester Program Options

Students who wish to attend a CCCU BestSemester Program must visit the Global Studies Office and their academic advisor very early in the process of their considerations. Students approved to attend must be in good standing with Student Development, may not be on disciplinary probation, must have at least a 2.75 GPA, and must have earned a minimum of 30 credits at IWU.

American Studies Program

Communication students interested in public policy issues, advocacy, government or politics may participate in this interdisciplinary internship/seminar program based in Washington, D.C. Students develop an appreciation for how biblical faith relates to thinking critically about public policy and marketplace issues. They also experience responsible Christ-centered service in their personal and public vocations, whatever their career paths or walks of life.

Los Angeles Film Studies Center

This program, based in Hollywood, California, involves a study of the film industry from a Christian perspective and provides students with hands-on experience and internships in the entertainment business. The program is an intensive one-semester immersion into film studies during which the student may earn 16 credit hours.

Contemporary Music Center

This interdisciplinary off-campus study program in Nashville, Tennessee, provides an opportunity for young musicians, engineers and aspiring music executives. Designed as an artists' community, the program seeks to develop artists, technicians and music executives with a Christ-centered vision for music content, production and delivery.

English - A.B.

The English Major provides students with a broad, liberal arts background, an in-depth study of literature and language, a developing understanding of the human condition, and proficiency in effective communication, both written and oral. The major leads to a wide variety of professional opportunities, whether the graduate looks toward higher education, business, industry, government, law, medicine, social service, publishing, or editing. It is an excellent basis for graduate studies not only in English but also in other areas, particularly when combined with a second major such as Philosophy, History or Religion. The English Education major adds further training and specific professional experience to the liberal arts major (see education section (p. 193) of the catalog).

Foreign Language Requirement (3-12 credits)

All majors will achieve language competency in a modern foreign language in one of the following ways:

1. Earn a score of 3, 4, or 5 on the College Board Advanced Placement examination: a) students who score a 3 will earn 3 credits for Beginning I and will need to take Beginning II, Intermediate I, and Intermediate II; b) students who score a 4 will earn 6 credits for Beginning I and Beginning II, and will need to take Intermediate I and Intermediate II; c) students who score a 5 will earn 9 credits for Beginning I, Beginning II, and Intermediate I, and will need to take Intermediate II.
2. Earn a score of 5, 6, or 7 on an International Baccalaureate Higher Level foreign language exam (equivalent to 12 credit hours)*
3. Take four semesters of a foreign language through the FL 238 level or a single advanced (300)** level course (please see specific details as listed below). Students who wish to register for French or Spanish courses will identify the appropriate course based on the years of language study they have had at the high school level, according to the rubric below:

Previous experience with high school French/Spanish courses*

Placement

No previous French/Spanish language experience	FRE-117/SPA-117
1 year with or without gaps	FRE-117/SPA-117
2 years with a gap of 2+ years since last class	FRE-117/SPA-117
2 years with a gap of 1 year or less since last class	FRE-118/SPA-118
3 years with a gap of 2+ years since last class	FRE-118/SPA-118
3 years with a gap of 1 year or less since last class	SPA-237
4 years with a gap of 2+ years since last class	SPA-238
4 years with a gap of 1 year or less since last class	SPA-347

*this rubric is based on passing grades posted on high school transcripts

STUDENTS WISHING TO START AT A HIGHER LEVEL:

Students may wish to start at a higher level of Spanish than that into which they have been placed through above policies. Students wishing to do this may take the Spanish placement exam in the Center for Student Success to attempt to place higher. Please note that a placement score lower than the originally assigned placement for the student will be null.

4. Pass the CLEP exam in French, German, or Spanish through the Intermediate I level **and** take Intermediate II (238)*** prior to the first semester of junior year or, if completing a Spanish minor, prior to the completion of SPA 349. Students should take the placement exam prior to registering for the CLEP exam;

5. Pass the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview (OPI), Writing Proficiency (WPT), Reading Proficiency (RPT) **and** Listening Proficiency (LTP) exams or other proficiency exam approved by the Division of Modern Language and Literature at the **intermediate-mid level** for languages **not** taught in the Foreign Language Department at Indiana Wesleyan University. Students who desire such testing must make this request via the Foreign Language Department during their first academic year at Indiana Wesleyan and take the exams on the dates listed on the exam schedule.**** Students may not take the exam in a language once they have begun to study the language at the university level. (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. Students will be responsible for paying all fees associated with their exams.*****

6. Pass the DELE Spanish proficiency exam at the B1 level (http://chicago.cervantes.es/en/diplomas_spanish/diplomas_dele_register_spanish.htm), pass the DELF French proficiency exam at the B1 level (<https://www.afchicago.org/delf-dalf>), or pass the HSK Mandarin proficiency exam Level 3 or higher (<http://www.iupui.edu/~china/courses/chinese-proficiency-test/>). Students who desire such testing must make this request via the Foreign Language Department during their first academic year at Indiana Wesleyan and take the exams on the dates listed on the official exam schedule.***** Students may not take the exam in a language once they have begun to study the language at the university level (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. Students will be responsible for paying all fees associated with their exam.*****

7. Earn 12 credits in a foreign language not previously studied. Students may choose between languages currently taught at Indiana Wesleyan University Marion Campus (Chinese, French, or Spanish.);

8. Native speakers of a language other than English may fulfill the requirement by providing proof of proficiency in that language by successful completion of a proficiency exam approved by Foreign Language faculty at the B1 level (see application form). If a student is a native speaker of a language other than English, he/she will likely profit most from either beginning or continuing study of an additional language;

9. Students with a documented learning disability which affects their ability to process language may petition the Center for Student Success for alternative arrangements for preapproved Foreign Language Substitution courses which meet the Indiana Wesleyan University language requirement. Petitions must include recent documentation from a qualified learning disabilities specialist showing evidence of this language-specific disability and be submitted prior to or during the spring semester of their sophomore year.

Please visit the Division of Modern Language, Literature, and Communication (p. 109) for the Requirement Pathways for Language Courses at IWU.

* For further information regarding Advanced Placement Credit, please visit: Registration & Academic Services AP Credit.pdf

** 100 level: Beginning I-117, Beginning II-118; 200 level: Intermediate I-237, Intermediate II-238; 300 level: Advanced I-347, Advanced II-349.

*** For more information regarding CLEP credits and Indiana Wesleyan equivalents please visit: Registration & Academic Services CLEP Credits.pdf

**** Please click the following link <https://www.languageTesting.com> for further information regarding the ACTFL exams, prices, and test dates.

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***** Please review links for specific dates and exam fees.

***** Fees vary depending on exam.

Requirements (42-54 credits)

Major Requirements - Core Courses (12 credits - all required)

ENG-220	Approaches to Literary Analysis	3
WRI-234	Advanced Writing	3
ENG-315	Literary Theory and Criticism	3
ENG-481	English Capstone	3

NOTE: ENG/WRI double majors will choose either ENG-481 or WRI-481.

Linguistics (3 credits)

ENG-352	History of English Language	3

Literature in Context Courses (9 credits - choose 3 of 4)

ENG-301	British Literature I - Medieval to 1800	3
ENG-302	British Literature II - 1800 to Present	3
ENG-306	American Literature I - Pre-Columbian to 1865	3
ENG-307	American Literature II - 1865 to Present	3

Literature Seminars (3 Credits)

ENG-490	Literature in Cultural Diversity	3
	or	
ENG-495	Literature in Gender Diversity	3

Seminar Electives in English (6 Credits at the 310-400 level)

English, Writing, Education, TESOL, Additional Foreign Language electives (9 credits at 165 level or higher, with exception of ENG-180)

English Minor

Requirements (24 credits)

Required Courses (24 credits)

ENG-220	Approaches to Literary Analysis	3
	Four ENG courses at 300/400 level	12
	Electives (ENG and/or WRI courses above ENG 120, except ENG 180)	9

English Education Major

See the Education section of the catalog for a list of specific requirements for the English Education (p. 193) major.

Foreign Language Requirement (3-12 credits)

All majors will achieve language competency in a modern foreign language in one of the following ways:

1. Earn a score of 3, 4, or 5 on the College Board Advanced Placement examination: a) students who score a 3 will earn 3 credits for Beginning I, and will need to take Beginning II, Intermediate I, and Intermediate II; b) students who score a 4 will earn 6 credits for Beginning I and Beginning II, and will need to take Intermediate I and Intermediate II; c) students who score a 5 will earn 9 credits for Beginning I, Beginning II, and Intermediate I, and will need to take Intermediate II.
2. Earn a score of 5, 6, or 7 on an International Baccalaureate Higher Level foreign language exam (equivalent to 12 credit hours).*
3. Take four semesters of a foreign language through the FL 238 level or a single advanced (300)** level course (please see specific details as listed below). Students who wish to register for French or Spanish courses will identify the appropriate course based on the years of language study they have had at the high school level, according to the rubric below:

Previous experience with high school French/Spanish courses*	Placement
No previous French/Spanish language experience	FRE-117/SPA-117
1 year with or without gaps	FRE-117/SPA-117
2 years with a gap of 2+ years since last class	FRE-117/SPA-117
2 years with a gap of 1 year or less since last class	FRE-118/SPA-118
3 years with a gap of 2+ years since last class	FRE-118/SPA-118
3 years with a gap of 1 year or less since last class	SPA-237
4 years with a gap of 2+ years since last class	SPA-238
4 years with a gap of 1 year or less since last class	SPA-347

*this rubric is based on passing grades posted on high school transcripts

STUDENTS WISHING TO START AT A HIGHER LEVEL:

Students may wish to start at a higher level of Spanish than that into which they have been placed through above policies. Students wishing to do this may take the Spanish placement exam in the Center for Student Success to attempt to place higher. Please note that a placement score lower than the originally assigned placement for the student will be null.

4. Pass the CLEP exam in French, German, or Spanish through the Intermediate I level **and** take an Intermediate II (238)*** prior to the first semester of junior year or, if completing a Spanish minor, prior to the completion of SPA 349. Students should take the placement exam prior to registering for the CLEP exam.;
5. Pass the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview (OPI), Writing Proficiency (WPT), Reading Proficiency (RPT) **and** Listening Proficiency (LTP) exams or other proficiency exam approved by the Division of Modern Language and Literature at the **intermediate-mid level** for languages **not** taught in the Foreign Language Department at Indiana Wesleyan University. Students who desire such testing must make this request via the Foreign Language Department during their first academic year at Indiana Wesleyan and take the exams on the dates listed on the exam schedule.**** Students may not take the exam in a language once they have begun to study the language at the university level - (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. Students will be responsible for paying all fees associated with their exams.*****
6. Pass the DELE Spanish proficiency exam at the B1 level (http://chicago.cervantes.es/en/diplomas_spanish/diplomas_dele_register_spanish.htm), pass the DELF French proficiency exam at the B1 level (<https://www.afchicago.org/delf-dalf>), or pass the HSK Mandarin proficiency exam Level 3 or higher (<http://www.iupui.edu/~china/courses/chinese-proficiency-test/>). Students who desire such testing must make this request via the Foreign Language Department during their first academic year at Indiana Wesleyan and take the exams on the dates listed on the official exam schedule.***** Students may not take the exam in a language once they have begun to study the language at the university level (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. Students will be responsible for paying all fees associated with their exams.*****
7. Earn 12 credits in a foreign language not previously studied. Students may choose between languages currently taught at Indiana Wesleyan University Marion Campus (Chinese, French, or Spanish).;

8. Native speakers of a language other than English may fulfill the requirement by providing proof of proficiency in that language by successful completion of a proficiency exam approved by Foreign Language faculty at the B1 level (see application form). If a student is a native speaker of a language other than English, he/she will likely profit most from either beginning or continuing study of an additional language.;

9. Students with a documented learning disability which affects their ability to process language may petition the Center for Student Success for alternative arrangements for preapproved Foreign Language Substitution courses which meet the Indiana Wesleyan University language requirement. Petitions must include recent documentation from a qualified learning disabilities specialist showing evidence of this language-specific disability and be submitted prior to or during the spring semester of their sophomore year.

Please visit the Division of Modern Language, Literature, and Communication (p. 109) for the Requirement Pathways for Language Courses at IWU.

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** 100 level: Beginning I-117, Beginning II-118; 200 level: Intermediate I-237, Intermediate II-238; 300 level: Advanced I-347, Advanced II-349.

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***** Please review links for specific dates and exam fees.

***** Fees vary depending on exam.

English Courses (39-51 credits)

Major Requirements - Core Courses (12 credits - all required)

ENG-220	Approaches to Literary Analysis	3
WRI-234	Advanced Writing	3
WRI-390	Teaching Writing: Composition Theory, Pedagogy, and Practice	3
ENG-481	English Capstone	3

NOTE: ENG/WRI double majors will choose either ENG-481 or WRI-481.

Young Adult Literature (3 credits)

EDU-265	Young Adult Literature	3

Literature in Context Courses (9 credits - choose 3 of 4)

ENG-301	British Literature I - Medieval to 1800	3
ENG-302	British Literature II - 1800 to Present	3
ENG-306	American Literature I - Pre-Columbian to 1865	3
ENG-307	American Literature II - 1865 to Present	3

Literature Seminars (9 credits)

ENG-490	Literature in Cultural Diversity	3
	or	
ENG-495	Literature in Gender Diversity	3
	Seminar Electives in English (6 credits at the 310-400 level)	6

Linguistics (6 credits)

ENG-241	Studies in English Grammar	3
ENG-352	History of English Language	3

Human Communication Studies - B.A.

Requirements (46 credits)

Cognate (6 credits)

Choose 6 units at 200 level or above from SOC, PSY, or POL with Division approval.

Division Core (12 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3
COM-479	Communications Senior Seminar I	1
COM-480	Communications Senior Seminar II	3

Choose one Communication Lab

COM-116J	Communication Lab-Journalism	1
COM-116P	Communication Lab-Public Relations	1
COM-116R	Communication Lab-Radio	1
COM-116T	Communication Lab-Theatre	1
COM-116V	Communication Lab-Television	1

Each section of COM-116 may be repeated up to 8 times.

Electives (12 credits)

COM-209	Small Group Communication	3
COM-233	Principles of Public Relations	3
COM-326	Conflict Communication	3
COM-366	Organizational Communication	3
COM-445	Communication Internship	3

Foreign Language (6 credits)

Foreign Language requirement - all students will be required to take 6 hours of one foreign language at the college level. (For students taking Mandarin Chinese courses, three hours of Mandarin Chinese will satisfy the Intercultural Experience requirement. However, Spanish and French courses currently do not meet the intercultural Experience requirement.) The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

- Students for whom English is a second language will be exempt from the 6-hour foreign language requirement.
- Students who have completed four years of high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.
- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

Major Requirements (16 credits)

COM-227	Research Methods in Communication	3
COM-280	Intercultural Communication	3
COM-300	Communication Research Practicum	1 to 2
COM-321	Persuasion	3
COM-352	Interpersonal Communication	3
COM-370	Symbols and Imaging	3

COM-300 may be repeated up to 8 times.

Human Communication Studies - B.S.

Purpose

The Human Communication Studies major provides comprehensive preparation in communication theory and practice. Graduates are prepared for a wide variety of careers and graduate education.

Students must receive a "C" or higher for all courses within their major. Any grade below a "C", including "C-" must be repeated with a "C" or higher to graduate with a Communication/Theatre major.

Requirements (46 credits)

Division Core (12 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3
COM-479	Communications Senior Seminar I	1
COM-480	Communications Senior Seminar II	3

Choose one Communication Lab:

COM-116J	Communication Lab-Journalism	1
COM-116P	Communication Lab-Public Relations	1
COM-116R	Communication Lab-Radio	1
COM-116V	Communication Lab-Television	1
COM-116T	Communication Lab-Theatre	1

Each section of COM-116 may be repeated up to 8 times.

Major Requirements (16 credits)

COM-227	Research Methods in Communication	3
COM-280	Intercultural Communication	3
COM-352	Interpersonal Communication	3
COM-370	Symbols and Imaging	3
COM-321	Persuasion	3
COM-300	Communication Research Practicum	1 to 2

COM-300 may be repeated up to 8 times.

Electives (12 credits)

Choose 12 units:

COM-209	Small Group Communication	3
COM-233	Principles of Public Relations	3
COM-366	Organizational Communication	3
COM-326	Conflict Communication	3
COM-445	Communication Internship	3

Cognate (6 credits)

Choose six units at 200 level or above from SOC, PSY or POL with Division approval.

Human Communication Studies Minor

Requirements (19 credits)

Division Core (7 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3

Minor Requirements (12 credits)

COM-209	Small Group Communication	3
or		

COM-352	Interpersonal Communication	3
COM-227	Research Methods in Communication	3
COM-321	Persuasion	3
	or	
COM-370	Symbols and Imaging	3
COM-326	Conflict Communication	3
	or	
COM-366	Organizational Communication	3

Journalism Minor

Requirements (19 credits)

Division Core (7 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3

Minor Requirements (9 credits)

COM-112	Introduction to Multimedia Storytelling	3
COM-200	Journalism Practicum	1
COM-211	Introduction to Mass Communication	3
COM-224	Introduction to Newswriting	3

COM-200 may be repeated up to 8 times.

Electives - Choose 3 units from: (3 credits)

COM-223	Digital Media Arts	3
COM-322	Broadcast Journalism	3
COM-363	Media Law and Ethics	3
COM-373	Advanced Multimedia Storytelling	3
COM-422	Television News	3
COM-483	Advanced Newswriting and Reporting	3

Media Communication Minor

Requirements (20 credits)

Division Core (7 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3

Minor Requirements (10 credits)

Choose 2 (4 credits)

COM-112	Introduction to Multimedia Storytelling	3
COM-113	Introduction to Video	3
COM-114	Introduction to Audio	3

Required (6 credits)

COM-211	Introduction to Mass Communication	3
COM-250	Media Scriptwriting	3

Electives (Choose one) (3 credits)

COM-214	Radio Production	3
COM-223	Digital Media Arts	3
COM-314	Studio Production	3
COM-322	Broadcast Journalism	3
COM-365	Broadcast Performance	3
COM-373	Advanced Multimedia Storytelling	3
COM-422	Television News	3
COM-464	Media Management	3

Multimedia Communication - B.A.**Requirements****Com Division Core (12 credits)**

COM-105	Communication in Context	1
COM-116	Communication in Action Practicum	1
COM-329	Media and Society	3
COM-340	Communication Theory	3
COM-479	Communications Senior Seminar I	1
COM-480	Communications Senior Seminar II	3

Multimedia Core (23 credits)

COM-112	Introduction to Multimedia Storytelling	3
COM-113	Introduction to Video	3
COM-114	Introduction to Audio	3
COM-211	Introduction to Mass Communication	3
COM-117	Introduction to Multimedia Writing	3
COM-363	Media Law and Ethics	3
COM-445	Communication Internship	3
COM-200	Journalism Practicum	1
COM-220	Radio Practicum	1

Specializations**Broadcast (15 credits)**

COM-214	Radio Production	3
COM-224	Introduction to Newswriting	3
COM-250	Media Scriptwriting	3
COM-364	Field Production	3
COM-365	Broadcast Performance	3

Film * (16 credits)**Required:**

FSC-450CC	Hollywood Production Workshop	4
FSC-451CC	Faith and Artistic Development In Film	3
FSC-452CC	Internship: Inside Hollywood **	6

Electives* Choose 1**

FSC-453CC	Narrative Storytelling	3
FSC-454CC	Professional Screenwriting	3
FSC-455CC	Professional Acting for the Camera	3
FSC-456CC	Independent Film Study	3

* Film requires acceptance to LA Film Studies Center

** Film students complete LAF internship instead of COM 445

*** LAFSC elective will count for one division elective and reduce total hours required for major

Journalism (15 credits)

COM-224	Introduction to Newswriting	3
COM-322	Broadcast Journalism	3
COM-373	Advanced Multimedia Storytelling	3
COM-422	Television News	3
COM-483	Advanced Newswriting and Reporting	3

Media Production (15 credits)

COM-233	Principles of Public Relations	3
COM-250	Media Scriptwriting	3
COM-364	Field Production	3
COM-431	Public Relations Campaigns and Cases	3
COM-436	Documentary Video Production	3

Sports Media (15 credits)

COM-224	Introduction to Newswriting	3
COM-233	Principles of Public Relations	3
COM-250	Media Scriptwriting	3
COM-364	Field Production	3
COM-365	Broadcast Performance	3

Applied Spanish and Hispanic Culture B.A.

The Applied Spanish and Hispanic Cultures-major is designed to help students develop proficiency in the communication, cultures, connections and communities important to the language. Because of the large Spanish-speaking population in the United States, opportunities for multilingual professionals are increasing. The IWU Applied Spanish and Hispanic Studies major equips students to be world changers through the power of the Spanish language. The education major in Spanish is further designed to add training and specific professional experience to the liberal arts major (see education section (p. 201) of the catalog).

Requirements (42-48 credits)

Spanish Language (12-18 credits)

SPA-117	Beginning Spanish I	3
SPA-118	Beginning Spanish II	3
SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II: Spanish for the Professions	3
SPA-347	Advanced Spanish I: Conversations for the Workplace	3
SPA-349	Advanced Spanish II: Writing for Professions	3

Students are required to pass SPA-349 with a minimum grade of "C" before advancing to other 300 or 400 level upper-division classes.

The foreign language coordinator or the division chair may, however, grant some students permission to take another upper-division class at the same time that they are taking SPA-349.

Students may not elect to take SPA-117, SPA-118, SPA-237, or SPA-238 after successfully completing SPA-347, SPA-349, or any other upper-level course, but may pursue CLEP credit prior to completing SPA-349.

CLEP Policy

Students may CLEP SPA-117, SPA-118, or SPA-237 for credit. However, students must CLEP these courses prior to completing SPA-349 or with approval of the foreign language coordinator to receive credit for their major or minor.

AP Policy

Incoming freshmen who, prior to their enrollment at Indiana Wesleyan University, pass the AP Spanish Language Exam with a minimum score of 3 will receive credit for SPA-117. Students who pass the AP Spanish Language Exam with a minimum score of 4 will be awarded credit for SPA-117 and SPA-118. Students who pass the AP Spanish Language Exam with a score of 5 will be awarded credit for SPA-117, SPA-118, and SPA-237. AP credit for these courses will not meet intercultural competency.

Language and Culture Electives (12-15 credits)

SPA-348	Culture and Civilization of Latin America	3
SPA-354	Latin American History	3
SPA-357	Spanish Linguistics and Phonology	3
SPA-365	Special Topics in Hispanic Studies	3 to 12
SPA-370	Hispanic Culture and Language Studies	3
SPA-371	Hispanic Culture in the U.S.	3
SPA-372	Culture and Civilization of Spain	3
SPA-420	Advanced Spanish Grammar	3
SPA-457	Survey of Spanish Literature	3
SPA-458	Survey of Spanish American Literature	3
SPA-461	Contemporary Spanish Literature	3
SPA-462	Spanish Short Stories	3
SPA-465	Special Topics in Spanish Literature	3 to 9

Foreign Language Experience (1-3 Credit Hours)

Students may fulfill this component via practicum or internship in conjunction with their other major, or by study abroad courses. The Foreign Language Experience must be approved by the Division of Modern Languages and Literature.

Foreign Study Experience

Students may transfer a 300 or 400 level course taken abroad that focuses on the history, culture or literature of a Spanish-speaking country or the theory or practical use of the Spanish language. Courses must be taught in Spanish and be from an approved, accredited program.

If students decide not to pursue CLEP credit prior to completing SPA-349, they may need to study abroad in Seville, Spain, for one semester in order to earn the remaining credits and graduate in 4 years.

All Spanish Majors and Minors are strongly encouraged to study abroad through IWU-sponsored or IWU-approved programs during their junior year.

Students should consult with the Foreign Language Coordinator, the Academic Affairs Office, as well as their faculty advisor before taking courses abroad to ensure that they are appropriate.

Prerequisite: SPA-349, junior standing, and approval from the Foreign Language Coordinator.

Senior Seminar (3 credits)

SPA-470	Spanish Capstone	3

Prerequisite: SPA 349, junior standing and approval from the Foreign Language Coordinator.

Cognate (12 credits)

Choose from one field of interest such as Business, Chinese, English, French, History, Intercultural Studies, Political Science, Psychology, Religion, Social Work, TESOL, etc.

Applied Spanish & Hispanic Cultures Second Major

(30-36 credits) Can be taken only as a second major.

Spanish Language (12-18 credits)

SPA-117	Beginning Spanish I	3
SPA-118	Beginning Spanish II	3
SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II: Spanish for the Professions	3
SPA-347	Advanced Spanish I: Conversations for the Workplace	3
SPA-349	Advanced Spanish II: Writing for Professions	3

Language and Culture Electives (12-15 credits)

SPA-348	Culture and Civilization of Latin America	3
SPA-354	Latin American History	3
SPA-357	Spanish Linguistics and Phonology	3
SPA-365	Special Topics in Hispanic Studies	3 to 12
SPA-370	Hispanic Culture and Language Studies	3
SPA-371	Hispanic Culture in the U.S.	3
SPA-372	Culture and Civilization of Spain	3
SPA-420	Advanced Spanish Grammar	3
SPA-457	Survey of Spanish Literature	3
SPA-458	Survey of Spanish American Literature	3
SPA-461	Contemporary Spanish Literature	3
SPA-462	Spanish Short Stories	3
SPA-465	Special Topics in Spanish Literature	3 to 9

Foreign Language Experience (1-3 credits)

Students may fulfill this component via practicum or internship in conjunction with their other major, or by study abroad courses. The Foreign Language Experience must be approved by the Division of Modern Languages and Literature.

Senior Seminar (3 credits)

SPA-470	Spanish Capstone	3

Spanish Minor

Students desiring a Spanish Minor may choose one of three options: Spanish Language (18-21 credits), Spanish Language for Intercultural Studies (18-21 credits), or Hispanic Studies: Language and Culture (6-12 credits in Spanish Language, 6-12 credits in Culture)

Required courses

Spanish Language (18-21 credits)

SPA-117	Beginning Spanish I	3

SPA-118	Beginning Spanish II	3
SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II: Spanish for the Professions	3
SPA-347	Advanced Spanish I: Conversations for the Workplace	3
SPA-349	Advanced Spanish II: Writing for Professions	3
	or	
INT-322	Intercultural Internship	3 to 9

Students are required to pass SPA-349 with a minimum grade of "C" before advancing to other 300 or 400 level upper-division classes.

The foreign coordinator or the division chair may, however, grant some students permission to take another upper-division class at the same time that they are taking SPA-349.

Students may not elect to take SPA-117, SPA-118, SPA-237, or SPA-238 after successfully completing SPA-347, SPA-349, or any other upper-level courses, but may pursue CLEP credit prior to completing SPA-349.

CLEP Policy

Students may CLEP SPA-117, SPA-118, or SPA-237 for credit. However, students must CLEP these courses prior to completing SPA-349 or with approval of the foreign language coordinator to receive credit for their major or minor.

AP Credits Policy

Incoming freshmen who, prior to their enrollment at Indiana Wesleyan University, pass the AP Spanish Language Exam with a minimum score of 3 will receive credit for SPA-117. Students who pass the AP Spanish Language Exam with a minimum score of 4 will be awarded credit for SPA-117 and SPA-118. Students who pass the AP Spanish Language Exam with a score of 5 will be awarded credit for SPA 117, SPA 118, and SPA 237. AP credit for these courses will not meet intercultural competency.

Spanish Electives (6-12 credits)

SPA-348	Culture and Civilization of Latin America	3
SPA-354	Latin American History	3
SPA-357	Spanish Linguistics and Phonology	3
SPA-365	Special Topics in Hispanic Studies	3 to 12
SPA-370	Hispanic Culture and Language Studies	3
SPA-371	Hispanic Culture in the U.S.	3
SPA-372	Culture and Civilization of Spain	3
SPA-420	Advanced Spanish Grammar	3
SPA-457	Survey of Spanish Literature	3
SPA-458	Survey of Spanish American Literature	3
SPA-461	Contemporary Spanish Literature	3
SPA-462	Spanish Short Stories	3
SPA-465	Special Topics in Spanish Literature	3 to 9

Spanish Education Major

See the Education section of the catalog for a list of specific requirements for the Spanish Education (p. 201) major.

Strategic Communication Minor

Requirements (20 credits)

Division Core (7 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3

Minor Requirements (13 credits)

COM-201	Public Relations Practicum	1
COM-326	Conflict Communication	3
	or	
COM-321	Persuasion	3
COM-233	Principles of Public Relations	3
COM-331	Public Relations Writing and Publicity	3
COM-366	Organizational Communication	3

COM-201 may be repeated up to 8 times.

Strategic Communication - B.A.

The Strategic Communication major addresses the broad principles of communication that apply to organizational leadership and public relations engagement. It can prepare graduates for careers in public relations firms, advertising agencies, health care organizations, educational institutions, social service organizations, retail and manufacturing, financial institutions, government agencies, lobbying, and sports and entertainment industries. Grounded in the strengths of the division's core classes, the strategic communication curriculum develops students' practical skills and perspectives through coursework in theory, technique, and application of skills in partnership with nonprofit and on-campus organizations, and local media outlets.

Concentrations:

Public Relations: This concentration prepares students in the professional practices of the public relations industry. Students gain expertise in strategic planning, writing, promotion and publicity, graphic design, and media tools and techniques.

Organizational Communication: This concentration creates opportunities to evaluate and prioritize communication with internal and external constituencies of an organization. It applies traditional interpersonal and group communication skills in an organizational, structural context.

Students must receive a "C" or higher for all courses within their major. Any grade below a "C", including "C-" must be repeated with a "C" or higher to graduate with a Communication/Theatre major.

Requirements (46 credits)

Division Core (12 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3
COM-479	Communications Senior Seminar I	1
COM-480	Communications Senior Seminar II	3

Choose one Communication Lab:

COM-116J	Communication Lab-Journalism	1
COM-116R	Communication Lab-Radio	1
COM-116V	Communication Lab-Television	1
COM-116T	Communication Lab-Theatre	1

Each section of COM-116 may be repeated up to 8 times.

Major Requirements (20 credits)

COM-233	Principles of Public Relations	3
COM-227	Research Methods in Communication	3
COM-366	Organizational Communication	3
COM-370	Symbols and Imaging	3

COM-321	Persuasion	3
COM-300	Communication Research Practicum	1 to 2
	or	
COM-201	Public Relations Practicum	1
COM-445	Communication Internship	3

COM-201 must be taken two times but may be repeated up to 8 times.

COM-300 may each be repeated up to 8 times.

Concentrations (Choose one)

Public Relations Concentration (15 credits)

COM-112	Introduction to Multimedia Storytelling	3
COM-201	Public Relations Practicum	1
COM-224	Introduction to Newswriting	3
COM-331	Public Relations Writing and Publicity	3
COM-431	Public Relations Campaigns and Cases	3
DES-101	Design Fundamentals	3

COM-201 may be repeated up to 8 times.

Organizational Communication Concentration (15 credits)

COM-255	Foundations of Leadership	3
COM-209	Small Group Communication	3
COM-280	Intercultural Communication	3
MNG-210	Management Principles	3
COM-326	Conflict Communication	3

Foreign Language (6 credits)

Foreign Language requirement - all students will be required to take 6 hours of one foreign language at the college level. (For students taking Mandarin Chinese courses, three hours of Mandarin Chinese will satisfy the Intercultural Experience requirement. However, Spanish and French courses currently do not meet the intercultural Experience requirement.) The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

- Students for whom English is a second language will be exempt from the 6-hour foreign language requirement.
- Students who have completed four years of high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.
- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

Strategic Communication - B.S.

The Strategic Communication major addresses the broad principles of communication that apply to organizational leadership and public relations engagement. It can prepare graduates for careers in public relations firms, advertising agencies, health care organizations, educational institutions, social service organizations, retail and manufacturing, financial institutions, government agencies, lobbying, and sports and entertainment industries. Grounded in the strengths of the division's core classes, the strategic communication curriculum develops students' practical skills and perspectives through coursework in theory, technique, and application of skills in partnership with nonprofit and on-campus organizations, and local media outlets.

Concentrations:

Public Relations: This concentration prepares students in the professional practices of the public relations industry. Students gain expertise in strategic planning, writing, promotion and publicity, graphic design, and media tools and techniques.

Organizational Communication: This concentration creates opportunities to evaluate and prioritize communication with internal and external constituencies of an organization. It applies traditional interpersonal and group communication skills in an organizational, structural context.

Students must receive a "C" or higher for all courses within their major. Any grade below a "C", including "C-" must be repeated with a "C" or higher to graduate with a Communication/Theatre major.

Requirements (46 credits)

Division Core (12 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3
COM-479	Communications Senior Seminar I	1
COM-480	Communications Senior Seminar II	3

Choose one Communication Lab:

COM-116J	Communication Lab-Journalism	1
COM-116R	Communication Lab-Radio	1
COM-116V	Communication Lab-Television	1
COM-116T	Communication Lab-Theatre	1

Each section of COM-116 may be repeated up to 8 times.

Major Requirements (20 credits)

COM-233	Principles of Public Relations	3
COM-227	Research Methods in Communication	3
COM-366	Organizational Communication	3
COM-370	Symbols and Imaging	3
COM-321	Persuasion	3
COM-300	Communication Research Practicum	1 to 2
	or	
COM-201	Public Relations Practicum	1
COM-445	Communication Internship	3

COM-201 must be taken 2 times but may be repeated up to 8 times.

COM-300 may each be repeated up to 8 times.

Concentrations (Choose one)

Public Relations Concentration (15 credits)

COM-112	Introduction to Multimedia Storytelling	3
COM-201	Public Relations Practicum	1
COM-224	Introduction to Newswriting	3
COM-331	Public Relations Writing and Publicity	3
COM-431	Public Relations Campaigns and Cases	3
DES-101	Design Fundamentals	3

COM-201 may be repeated up to 8 times.

Organizational Communication Concentration (15 credits)

COM-255	Foundations of Leadership	3
COM-209	Small Group Communication	3
COM-280	Intercultural Communication	3
MNG-210	Management Principles	3

COM-326 Conflict Communication

3

World Languages Minor

Requirements (18-24 credits)

Electives - Any Combination of Courses from the Following (6 credits):

Additional courses in the language of emphasis (including 100 level**)

Courses in a different foreign language (at any level)

The following courses:

INT-220	Intercultural Relationships	3
CDV-240	Urban Anthropology	3
INT-315	Christianity in Intercultural Contexts	3
INT-402	Contemporary Global Issues	3
NUR-400	Transcultural Nursing	2
NUR-400L	Transcultural Nursing-Practicum	1

* Students can waive all or part of the 6-credit requirement by one of the following means:

1. Demonstrating intermediate-level proficiency on the MLL-designated placement exam for the language of emphasis.
2. Gaining approval of the language instructor designated by the division chair to assess proficiency in the language of emphasis.
3. Gaining exam (e.g., AP exam or CLEP exam) or transfer credit at the intermediate level.

** Students cannot take language courses at a level lower than the one they placed into by placement exam or than those they received credit for from AP, CLEP, or transfer.

***Students can take CHI-365 up to 9 credits.

Language of Emphasis (9-15 credits)

0-6 credits must be at the 200 level*	0-6
9 credits must be at the 300-400 level	9

Linguistics (3 credits)

ENG-170	Introduction to Language	3

TESOL - A.B.

TESOL – Teaching English to Speakers of Other Languages

The TESOL major provides specialized instruction in the theory and skills of teaching second language acquisition, equipping students to change the world in a tangible way. The TESOL curriculum includes a rigorous core that covers language/linguistics, language acquisition, TESL/TEFL theory, assessment practices, and cultural awareness and experience. Graduates with a TESOL major should be prepared to teach English to adult speakers of other languages around the world. The education major in TESOL is further designed to add training and specific experience in elementary and secondary schools (see TESOL Education (p. 203) of the catalog).

Foreign Language Requirement (3-12 credits)

All majors will achieve language competency in a modern foreign language in one of the following ways:

1. Earn a score of 3, 4, or 5 on the College Board Advanced Placement examination: a) students who score a 3 will earn 3 credits for Beginning I, and will need to take Beginning II, Intermediate I, and Intermediate II; b) students who score a 4 will earn 6 credits for Beginning I and Beginning II, and will need to take Intermediate I and Intermediate II; c) students who score of 5 will earn 9 credits for Beginning I, Beginning II, and Intermediate I, and will need to take Intermediate II.

2. Earn a score of 5, 6, or 7 on an International Baccalaureate Higher Level foreign language exam (equivalent to 12 credit hours).*

3. Take four semesters of a foreign language through the FL 238 level or a single advanced (300)** level course (please see specific details as listed below). Students who wish to register for French or Spanish courses will identify the appropriate course based on the years of language study they have had at the high school level, according to the rubric below:

Previous experience with high school French/Spanish courses*	Placement
No previous French/Spanish language experience	FRE-117/SPA-117
1 year with or without gaps	FRE-117/SPA-117
2 years with a gap of 2+ years since last class	FRE-117/SPA-117
2 years with a gap of 1 year or less since last class	FRE-118/SPA-118
3 years with a gap of 2+ years since last class	FRE-118/SPA-118
3 years with a gap of 1 year or less since last class	SPA-237
4 years with a gap of 2+ years since last class	SPA-238
4 years with a gap of 1 year or less since last class	SPA-347

*this rubric is based on passing grades posted on high school transcripts

STUDENTS WISHING TO START AT A HIGHER LEVEL:

Students may wish to start at a higher level of Spanish than that into which they have been placed through above policies. Students wishing to do this may take the Spanish placement exam in the Center for Student Success to attempt to place higher. Please note that a placement score lower than the originally assigned placement for the student will be null.

4. Pass the CLEP exam in French, German, or Spanish through the Intermediate I level **and** take an Intermediate II (238)*** prior to the first semester of junior year or, if completing a Spanish minor, prior to the completion of SPA 349. Students should take the placement exam prior to registering for the CLEP exam.;

5. Pass the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview (OPI), Writing Proficiency (WPT), Reading Proficiency (RPT) **and** Listening Proficiency (LTP) exams or other proficiency exam approved by the Division of Modern Language and Literature at the **intermediate-mid level** for languages **not** taught in the Foreign Language Department at Indiana Wesleyan University. Students who desire such testing must make this request via the Foreign Language Department during their first academic year at Indiana Wesleyan and take the exams on the dates listed on the exam schedule.**** Students may not take the exam in a language once they have begun to study the language at the university level (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. Students will be responsible for paying all fees associated with their exams.*****

6. Pass the DELE Spanish proficiency exam at the B1 level (http://chicago.cervantes.es/en/diplomas_spanish/diplomas_dele_register_spanish.htm), pass the DELF French proficiency exam at the B1 level (<https://www.afchicago.org/delf-dalf>), or pass the HSK Mandarin proficiency exam Level 3 or higher (<http://www.iupui.edu/~china/courses/chinese-proficiency-test/>). Students who desire such testing must make this request via the Foreign Language Department during their first academic year at Indiana Wesleyan and take the exams on the dates listed on the official exam schedule.***** Students may not take the exam in a language once they have begun to study the language at the university level (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. Students will be responsible for paying all fees associated with their exams.*****;

7. Earn 12 credits in a foreign language not previously studied. Students may choose between languages currently taught at Indiana Wesleyan University Marion Campus (Chinese, French, or Spanish).;

8. Native speakers of a language other than English may fulfill the requirement by providing proof of proficiency in that language by successful completion of a proficiency exam approved by Foreign Language faculty at the B1 level (see application form). If a student is a native speaker of a language other than English, he/she will likely profit most from either beginning or continuing study of an additional language.;

9. Students with a documented learning disability which affects their ability to process language may petition the Center for Student Success for alternative arrangements for preapproved Foreign Language Substitution courses which meet the Indiana Wesleyan University language requirement. Petitions must include recent documentation from a qualified learning disabilities specialist showing evidence of this language-specific disability and be submitted prior to or during the spring semester of their sophomore year.

Please visit the Division of Modern Language, Literature, and Communication (p. 109) for the Requirement Pathways for Language Courses at IWU.

* For further information regarding Advanced Placement Credit, please visit: Registration & Academic Services AP Credit.pdf

**100 level: Beginning I-117, Beginning II-118; 200 level: Intermediate I-237, Intermediate II-238; 300 level: Advanced I-347, Advanced II-349.

*** For more information regarding CLEP credits and Indiana Wesleyan equivalents please visit: Registration & Academic Services CLEP Credit.pdf

**** Please click the following link <https://www.languagetesting.com> for further information regarding the ACTFL exams, prices, and test dates.

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***** Please review links for specific dates and exam fees.

***** Fees vary depending on exam.

Requirements (48-58 credits)

Required Courses

INT-220	Intercultural Relationships	3
ENG-170	Introduction to Language	3
GEO-202	Political and Cultural Geography	3
PHL-248	Religions of the World	3
INT-390	Intercultural Engagement Seminar	1
ENG-241	Studies in English Grammar	3
TSL-203	Foundations of TESOL	3
TSL-260	TESOL Internship	1 to 3
TSL-305	Second Language Acquisition	3
TSL-350	TESOL Assessment and Testing	3
TSL-385	Practicum in TESOL	3
TSL-450	English Grammar Pedagogy	2
TSL-481	TESOL Capstone	1
EDU-382TE	Methods of Teaching Sr High/Jr High/ Middle School Teaching English to Speakers of Other Languages	3
	Choose one of the following:	
WRI-390	Teaching Writing: Composition Theory, Pedagogy, and Practice	3
	or	
EDU-245	Foundations of Literacy	3
	or	
EDU-354	Literacy Methods	3

Foreign Language (3-12 credits)

Foreign language (3-12)
or
demonstration of intermediate-level competency

TESOL Electives (6 credits)

ENG-352	History of English Language	3

WRI-165	English Language and Composition	3
WRI-210	Theories and Methods of Writing Consultancy	0 to 1
WRI-390	Teaching Writing: Composition Theory, Pedagogy, and Practice (if took EDU-245 or EDU-354 as required elective instead)	3
	Any foreign language course (in addition to competency requirement)	3-6
COM-280	Intercultural Communication	3
COM-370	Symbols and Imaging	3
TSL-260	TESOL Internship	1 to 3
TSL-368	Special Topics in TESOL	3
TSL-471	Research Seminar	2
EDU-130	American Education	3
EDU-245	Foundations of Literacy (if took EDU-354 or WRI-390 as required elective instead)	3
EDU-265	Young Adult Literature	3
EDU-301	Management in the 21st Century Classroom	1
EDU-354	Literacy Methods (if took EDU-245 or WRI-390 as required elective instead)	3

The 6 elective credits may be shared with another IWU major, minor or certificate according to the guidelines stated in the catalog.

TESOL Minor

Requirements (27-36 credits)

Intercultural (3 credits)

INT-220	Intercultural Relationships	3

English/TESOL (15 credits)

ENG-170	Introduction to Language	3
ENG-241	Studies in English Grammar	3
TSL-203	Foundations of TESOL	3
TSL-305	Second Language Acquisition	3
TSL-350	TESOL Assessment and Testing	3

TESOL Methods and Practicum (6 credits)

EDU-382TE	Methods of Teaching Sr High/Jr High/ Middle School Teaching English to Speakers of Other Languages	3
TSL-385	Practicum in TESOL	3

Foreign Language (3-12 credits)

Foreign language (3-12)
or
demonstration of intermediate-level competency

TESOL Education Major

See the Education section of the catalog for a list of specific requirements for this elementary/secondary TESOL Education (p. 203) major.

Foreign Language Requirement (3-12 credits)

All majors will achieve language competency in a modern foreign language in one of the following ways:

1. Earn a score of 3, 4, or 5 on the College Board Advanced Placement examination: a) students who score a 3 will earn 3 credits for Beginning I, and will need to take Beginning II, Intermediate I, and Intermediate II; b) students who score a 4 will earn 6 credits for Beginning I and Beginning II, and will need to take Intermediate I and Intermediate II; c) students who score a 5 will earn 9 credits for Beginning I, Beginning II, and Intermediate I, and will need to take Intermediate II.
2. Earn a score of 5, 6, or 7 on an International Baccalaureate Higher Level foreign language exam (equivalent to 12 credit hours).*
3. Take four semesters of a foreign language through the FL 238 level or a single advanced (300)** level course (please see specific details as listed below). Students who wish to register for French or Spanish courses will identify the appropriate course based on the years of language study they have had at the high school level, according to the rubric below:

Previous experience with high school French/Spanish courses*

Placement

No previous French/Spanish language experience	FRE-117/SPA-117
1 year with or without gaps	FRE-117/SPA-117
2 years with a gap of 2+ years since last class	FRE-117/SPA-117
2 years with a gap of 1 year or less since last class	FRE-118/SPA-118
3 years with a gap of 2+ years since last class	FRE-118/SPA-118
3 years with a gap of 1 year or less since last class	SPA-237
4 years with a gap of 2+ years since last class	SPA-238
4 years with a gap of 1 year or less since last class	SPA-347

*this rubric is based on passing grades posted on high school transcripts

STUDENTS WISHING TO START AT A HIGHER LEVEL:

Students may wish to start at a higher level of Spanish than that into which they have been placed through above policies. Students wishing to do this may take the Spanish placement exam in the Center for Student Success to attempt to place higher. Please note that a placement score lower than the originally assigned placement for the student will be null.

4. Pass the CLEP exam in French, German, or Spanish through the Intermediate I level **and** take an Intermediate II (238)*** prior to the first semester of junior year or, if completing a Spanish minor, prior to the completion of SPA 349. Students should take the placement exam prior to registering for the CLEP exam.;
5. Pass the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview (OPI), Writing Proficiency (WPT), Reading Proficiency (RPT) **and** Listening Proficiency (LTP) exams or other proficiency exam approved by the Division of Modern Language and Literature at the **intermediate-mid level** for languages **not** taught in the Foreign Language Department at Indiana Wesleyan University. Students who desire such testing must make this request via the Foreign Language Department during their first academic year at Indiana Wesleyan and take the exams on the dates listed on the exam schedule.**** Students may not take the exam in a language once they have begun to study the language at the university level (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. Students will be responsible for paying all fees associated with their exams.*****;
6. Pass the DELE Spanish proficiency exam at the B1 level (http://chicago.cervantes.es/en/diplomas_spanish/diplomas_dele_register_spanish.htm), pass the DELF French proficiency exam at the B1 level (<https://www.afchicago.org/delf-dalf>), or pass the HSK Mandarin proficiency exam Level 3 or higher (<http://www.iupui.edu/~china/courses/chinese-proficiency-test/>). Students who desire such testing must make this request via the Foreign Language Department during their first academic year at Indiana Wesleyan and take the exams on the dates listed on the official exam schedule.***** Students may not take the exam in a language once they have begun to study the

language at the university level (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. Students will be responsible for paying all fees associated with their exams.*****

7. Earn 12 credits in a foreign language not previously studied. Students may choose between languages currently taught at Indiana Wesleyan University Marion Campus (Chinese, French, or Spanish).;

8. Native speakers of a language other than English may fulfill the requirement by providing proof of proficiency in that language by successful completion of a proficiency exam approved by Foreign Language faculty at the B1 level (see application form). If a student is a native speaker of a language other than English, he/she will likely profit most from either beginning or continuing study of an additional language.;

9. Students with a documented learning disability which affects their ability to process language may petition the Center for Student Success for alternative arrangements for preapproved Foreign Language Substitution courses which meet the Indiana Wesleyan University language requirement. Petitions must include recent documentation from a qualified learning disabilities specialist showing evidence of this language-specific disability and be submitted prior to or during the spring semester of their sophomore year.

Please visit the Division of Modern Language, Literature, and Communication (p. 109) for the Requirement Pathways for Language Courses at IWU.

* For further information regarding Advanced Placement Credit, please visit: Registration & Academic Services AP Credit.pdf

** 100 level: Beginning I-117, Beginning II-118; 200 level: Intermediate I-237, Intermediate II-238; 300 level: Advanced I-347, Advanced II-349.

***For more information regarding CLEP credits and Indiana Wesleyan equivalents please visit: Registration & Academic Services CLEP Credit.pdf

**** Please click the following link <https://www.languagetesting.com> for further information regarding the ACTFL exams, prices, and test dates.

***** Please click the following link <https://www.languagetesting.com> for further information regarding the ACTFL exams, prices, and test dates.

*****Please review links for specific dates and exam fees.

*****Fees vary depending on exam.

TESOL Certificate

The TESOL Certificate provides specialized instruction in the theory and skills of teaching English to learners for whom it is not a native language. The TESOL curriculum includes a rigorous core that covers language/linguistics, language acquisition, language pedagogy, assessment practices, and intercultural awareness and sensitivity. Graduates with a TESOL Certificate are equipped to change the world by teaching English to speakers of other languages around the world.

Requirements (16-18 credits)

The TESOL Certificate is available for current IWU undergraduates who are not TESOL majors, TESOL Education Majors, TESOL minors, or Elementary Education majors with TESOL concentration.

Earning the certificate requires completion of the following courses and internship.

Practicum Experience

TSL-260	TESOL Internship	1 to 3

Required Courses

ENG-170	Introduction to Language	3
TSL-203	Foundations of TESOL	3
TSL-305	Second Language Acquisition	3
TSL-350	TESOL Assessment and Testing	3
EDU-382TE	Methods of Teaching Sr High/Jr High/ Middle School Teaching English to Speakers of Other Languages	3

Writing - A.B.

The liberal arts major in Writing prepares students to become outstanding communicators with high levels of proficiency in the use of the written word. The major stresses both the artistic joy of composition and the practical application of writing skills to everyday communication challenges. Graduates may elect to pursue careers as writers, editors, or communications consultants, or may wish to apply their expertise to business, education, or the ministry. With its strong liberal arts emphasis, a Writing major is recommended as an excellent professional degree program. Majors may opt for a Specialization in Creative or Professional Writing. They will graduate with a range of writing experience in various genres, with exposure to modern composition theory, and training in the practical application of rhetoric to life. While the program requires a comprehensive study and practice of writing, it also encourages students to discover their best voice and style.

Foreign Language Requirement (3-12 credits)

All majors will achieve language competency in a modern foreign language in one of the following ways:

1. Earn a score of 3, 4, or 5 on the College Board Advanced Placement examination: a) students who score a 3 will earn 3 credits for Beginning I and will need to take Beginning II, Intermediate I and Intermediate II; b) students who score a 4 will earn 6 credits for Beginning I and Beginning II, and will need to take Intermediate I and Intermediate II; c) students who score of 5 will earn 9 credits for Beginning I, Beginning II, and Intermediate I, and will need to take Intermediate II.
2. Earn a score of 5, 6, or 7 on an International Baccalaureate Higher Level foreign language exam (equivalent to 12 credit hours)*;
3. Take four semesters of a foreign language through the FL 238 level or a single advanced (300)** level course (please see specific details as listed below). Students who wish to register for French or Spanish courses will identify the appropriate course based on the years of language study they have had at the high school level, according to the rubric below:

Previous experience with high school French/Spanish courses*

Placement

No previous French/Spanish language experience	FRE-117/SPA-117
1 year with or without gaps	FRE-117/SPA-117
2 years with a gap of 2+ years since last class	FRE-117/SPA-117
2 years with a gap of 1 year or less since last class	FRE-118/SPA-118
3 years with a gap of 2+ years since last class	FRE-118/SPA-118
3 years with a gap of 1 year or less since last class	SPA-237
4 years with a gap of 2+ years since last class	SPA-238
4 years with a gap of 1 year or less since last class	SPA-347

*this rubric is based on passing grades posted on high school transcripts

STUDENTS WISHING TO START AT A HIGHER LEVEL:

Students may wish to start at a higher level of Spanish than that into which they have been placed through above policies. Students wishing to do this may take the Spanish placement exam in the Center for Student Success to attempt to place higher. Please note that a placement score lower than the originally assigned placement for the student will be null.

4. Pass the CLEP exam in French, German, or Spanish through the Intermediate I level **and** take and Intermediate II (238)*** prior to the first semester of junior year or, if completing a Spanish minor, prior to the completion of SPA 349. Students are advised to take the placement exam prior to registering for the CLEP exam;

5. Pass the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Interview (OPI), Writing Proficiency (WPT), Reading Proficiency (RPT) **and** Listening Proficiency (LTP) exams or other proficiency exam approved by the Division of Modern Language and Literature at the **intermediate-mid level** for languages **not** taught in the Foreign Language Department at Indiana Wesleyan University. Students who desire such testing must make this request via the Foreign Language Department during their first academic year at Indiana Wesleyan and take the exams on the dates listed on the exam schedule.**** Students may not take the exam in a language once they have begun to study the language at the university level (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. Students will be responsible for paying all fees associated with their exams.*****

6. Pass the DELE Spanish proficiency exam at the B1 level

(http://chicago.cervantes.es/en/diplomas_spanish/diplomas_dele_register_spanish.htm), pass the DELF French proficiency exam at the B1 level (<https://www.afchicago.org/delf-dalf>), or pass the HSK Mandarin proficiency exam Level 3 or higher (<http://www.iupui.edu/~china/courses/chinese-proficiency-test/>). Students who desire such testing must make this request via the Foreign Language Department during their first academic year at Indiana Wesleyan and take the exams on the dates listed on the official exam schedule.***** Students may not take the exam in a language once they have begun to study the language at the university level (including transfer credit or study abroad). Proficiency exams may only be taken twice in a particular language. Students will be responsible for paying all fees associated with their exams.*****

7. Earn 12 credits in a foreign language not previously studied. Students may choose between languages currently taught at Indiana Wesleyan University Marion Campus (Chinese, French, or Spanish.);

8. Native speakers of a language other than English may fulfill the requirement by providing proof of proficiency in that language by successful completion of a proficiency exam approved by Foreign Language faculty at the B1 level (see application form). If a student is a native speaker of a language other than English, he/she will likely profit most from either beginning or continuing study of an additional language;

9. Students with a documented learning disability which affects their ability to process language may petition the Center for Student Success for alternative arrangements for preapproved Foreign Language Substitution courses which meet the Indiana Wesleyan University language requirement. Petitions must include recent documentation from a qualified learning disabilities specialist showing evidence of this language-specific disability and be submitted prior to or during the spring semester of their sophomore year.

Please visit the Division of Modern Language, Literature, and Communication (p. 109) for the Requirement Pathways for Language Courses at IWU.

* For further information regarding Advanced Placement Credit, please visit: Registration & Academic Services AP Credit.pdf

**100 level: Beginning I-117, Beginning II-118; 200 level: Intermediate I-237, Intermediate II-238; 300 level: Advanced I-347, Advanced II-349.

***For more information regarding CLEP credits and Indiana Wesleyan equivalents please visit: Registration & Academic Services CLEP Credit.pdf

****Please click the following link <https://www.languagetesting.com> for further information regarding the ACTFL exams, prices, and test dates.

***** Please click the following link <https://www.languagetesting.com> for further information regarding the ACTFL exams, prices, and test dates.

***** Please review links for specific dates and exam fees.

***** Fees vary depending on exam.

Requirements (46-57 credits)

Required Courses (13-15 credits)

ENG-220	Approaches to Literary Analysis	3
WRI-234	Advanced Writing	3
WRI-235	Creative Writing	3
WRI-360	Writing Internship	1 to 3
WRI-481	Writing Capstone	3
	or	
ENG-481	English Capstone	3

ENG-481: ENG/WRI double majors only

English Electives (except ENG-180, ENG 241, ENG 352) (9 credits)

Writing Electives (21 credits)

These courses should be taken upon completion of the 200 level core courses listed above. However, with permission of the academic advisor, students may take an elective simultaneously with a core course. At least four courses (12 credit hours) must be taken in the same specialization. Within the specializations a minimum number of two courses (6 credit hours) must be taken at 300 level or above.

Creative Writing Specialization

WRI-350	The Autobiographical Impulse	3
WRI-352	Writing for Children	3
WRI-354	Writing the Short Story	3
WRI-355	Prose Style	3
WRI-358	Poetry	3
WRI-459	Creative Nonfiction	3
WRI-370	Travel Writing	3
	WRI 370 is a travel course	
WRI-456	Writing the Novel	3
THR-362	Scriptwriting	3

Professional Writing Specialization

WRI-210	Theories and Methods of Writing Consultancy	0 to 1
	May earn up to 3 credits	
WRI-230	Sentence Strategies	3
WRI-281	Art of Argument	3
WRI-282	Writing in the Workplace	3
WRI-353	Magazine Writing	3
WRI-356	Technical Writing	3
WRI-390	Teaching Writing: Composition Theory, Pedagogy, and Practice	3
COM-224	Introduction to Newswriting	3
COM-331	Public Relations Writing and Publicity	3
COM-483	Advanced Newswriting and Reporting	3
DES-101	Design Fundamentals	3
	Foreign language (3-12)	

Writing 2nd Major: Professional or Creative Specializations (31-42 credits)**Core Requirements**

WRI-234	Advanced Writing	3
WRI-235	Creative Writing	3
ENG-220	Approaches to Literary Analysis	3
WRI-360	Writing Internship	1 to 3
WRI-481	Writing Capstone	3
	or	
ENG-481	English Capstone	3

*ENG-481: ENG/WRI double majors only***English Elective (any 3 credit hour course except for ENG-170, ENG-180, ENG-241, ENG-352)****Electives in the Area of Specialization (15 credits)**

These courses should be taken upon completion of the 200 level core courses listed above. However, with the permission of the academic advisor, students may take an elective simultaneously with a core course. At least four courses (12 credit hours) must be taken in the same specialization. A minimum number of two courses (6 credit hours) must be taken at the 300 level or above.

Creative Writing Specialization (12 credits)

WRI-350	The Autobiographical Impulse	3
WRI-352	Writing for Children	3
WRI-354	Writing the Short Story	3
WRI-355	Prose Style	3
WRI-358	Poetry	3

WRI-459	Creative Nonfiction	3
WRI-370	Travel Writing	3
	WRI 370 is a travel course	
WRI-456	Writing the Novel	3
THR-362	Scriptwriting	3

Professional Writing Specialization (12 credits)

WRI-210	Theories and Methods of Writing Consultancy	0 to 1
	May be repeated for up to 3 credits	
WRI-230	Sentence Strategies	3
WRI-281	Art of Argument	3
WRI-282	Writing in the Workplace	3
WRI-353	Magazine Writing	3
WRI-356	Technical Writing	3
WRI-390	Teaching Writing: Composition Theory, Pedagogy, and Practice	3
COM-224	Introduction to Newswriting	3
COM-331	Public Relations Writing and Publicity	3
COM-483	Advanced Newswriting and Reporting	3
DES-101	Design Fundamentals	3

AP credits do not count as "Specialization" courses.

Foreign Language Requirement (3-12 credits)

Writing Minor

Requirements (18 credits)

Writing Core (6 credits)

WRI-234	Advanced Writing	3
	or	
WRI-235	Creative Writing	3
	Students may take the other course as an elective	
	Electives	15
	(6 must be at the 300/400 level and up to 6 may be ENG 200 or above)	

Students may choose from the following:

Creative Writing Specialization:

WRI-350	The Autobiographical Impulse	3
WRI-352	Writing for Children	3
WRI-354	Writing the Short Story	3
WRI-355	Prose Style	3
WRI-358	Poetry	3
WRI-370	Travel Writing	3
	WRI 370 is a travel course	
WRI-456	Writing the Novel	3
WRI-459	Creative Nonfiction	3
THR-362	Scriptwriting	3

Professional Writing Specialization:

WRI-210	Theories and Methods of Writing Consultancy	0 to 1

	May be repeated for up to 3 credits	
WRI-281	Art of Argument	3
WRI-282	Writing in the Workplace	3
WRI-353	Magazine Writing	3
WRI-356	Technical Writing	3
WRI-360	Writing Internship	1 to 3
WRI-390	Teaching Writing: Composition Theory, Pedagogy, and Practice	3
WRI-460	Writing for the Professions	3
COM-224	Introduction to Newswriting	3
COM-331	Public Relations Writing and Publicity	3
COM-483	Advanced Newswriting and Reporting	3

General Track:

Students may opt for a general track by choosing any combination of electives.

Writing Center

The Ink Well, the University Writing Center, seeks to assist the student body with every stage of the writing process through consultations with trained student writing consultants. It provides employment and experience in peer consultancy to many students both within and outside of MLL.

The Ink Well supports IWU's mission to develop students in scholarship by providing them with tools to enhance academic excellence and by equipping them to be successful in their vocations.

Language Lab

The Language Link, the University language lab, offers tutoring help in Spanish, French and Mandarin Chinese from trained student tutors, as well as Rosetta Stone online tutorial services in both Spanish and French.

Music + Theatre Division

Purpose

The Division of Music is committed to preparing men and women to be the best possible musicians who recognize that all gifts and talents are from God, to be cultivated to their highest potential for humble service to God and others. Indiana Wesleyan University is an accredited member of the National Association of Schools of Music (NASM); 11250 Roger Bacon Drive, Suite 21; Reston, Virginia 20190-5248; <http://nasm.arts-accredit.org> or 703-437-0700.

Music scholarships are available for Music majors by audition. Contact the division for applications.

General Education Competencies

Students in this major meet the general education competencies by taking the approved standard courses.

Music

A. Admission to the Music Major

Permission to declare a music major at IWU is neither automatic nor assumed merely because a student wants to study music. Students must demonstrate a degree of aptitude and preparedness, both academically and musically. Those conditions can be met by the following means:

- i. Academic readiness can be demonstrated by completing a placement exam in music theory. If students are not prepared for the exam, equivalency can be met by taking MUS-160, Introduction to Music Theory, and earning a grade of "C" or above.
- ii.

Performance readiness can be proven by an audition before selected music faculty or by submitting an audio or video recording of pieces showing appropriate levels of accomplishment.

iii. Audition for the music faculty. Two pieces in contrasting styles must be performed in the student's applied area. One additional piece may be performed in a second applied area. No taped accompaniments; an accompanist will be provided if needed.

iv. All students are required to submit three letters of reference from former music teachers, from music directors, or from other musicians who can verify the student's readiness to study music at the collegiate level.

v. Music Therapy majors are required to go through an interview process as there are a limited number of Music Therapy majors accepted in the program each year.

This policy applies to both transfer students and entering freshmen. Students living a considerable distance from Marion may be accepted as provisional majors pending an audition/interview following arrival on campus.

If an applicant fails in any of the above requirements but still wishes to be admitted as a major, the status of provisional music major will be granted. The student will be expected to re-audition and successfully complete MUS-160 at the end of the first semester of study. Upon satisfactory completion, the applicant will be classified as a music major.

B. Admission to Upper-divisional Studies

Admission to upper-level studies is granted by the music faculty through the Upper-divisional Hearing. This consists of a performance and written examination in which the candidate's applied and academic progress is evaluated, and the candidate is questioned regarding content of courses completed and progress toward career goals. An overall grade-point average of 2.75 is required for admission to upper-divisional studies and no grade below a "C" in any music class.

C. Other Requirements for All Music Majors

- MUS-200 Recital Attendance (seven semesters)
- Class Piano Requirements
- Large Ensemble Participation (participation in large ensemble each semester). In the case of music education majors whose main instruments are brass, woodwinds, or percussion, the IWU Marching Band (MUS 166) must be taken for a minimum of 3 semesters.
- Upper Divisional Hearing
- Young Performer Series Recital (see requirements)
- Departmental Recital Participation (varies with different programs)

Theatre Opportunities

The theatre program provides several productions each year. Recent productions include *Beauty and the Beast*; *Guys and Dolls*; *Pride and Prejudice* and *The Diary of Anne Frank*.

A. Indiana Wesleyan Theatre Guild: Each fall, in conjunction with the theatrical productions, all IWU students are invited to interview for roles (actors, technicians, production managers) in the Guild. Guild members meet periodically to promote the theatre and aid in its advancement as well as participate in community service projects. Involvement in theatre productions does not require Guild membership.

B. Hoosier Shakes: An emerging professional theatre in Marion, Hoosier Shakes presents annual seasons of Shakespeare plays with acting and production apprenticeships available for IWU students, who work alongside seasoned professionals and alumni.

C. American Shakespeare Center Consortium: Students benefit from an extraordinary partnership with the American Shakespeare Center in Staunton, Virginia, for professional, on-campus residences, productions and workshops, training, and networking on-site in Staunton, and through a variety of other ASC people and resources meant to help bridge the gap between academic study and professional work.

Applied Music - A.B.

The major in Music with an emphasis in Applied Music prepares the student for graduate study or private studio teaching. It may be effectively combined with other majors such as Christian Ministries, Christian Worship, or Christian Education. Students must choose between the vocal, instrumental or piano tracks.

Requirements (50-58 credits)

Required Core Courses (40-44 credits)

MUS-101-401	Applied Music	7
MUS-160	Introduction to Music Theory (Prerequisite for Music Theory I)	2
MUS-162	Music Theory I	3
MUS-261	Music Theory II	3
MUS-264	Music Theory III	3
MUS-164	Ear Training I	2
MUS-263	Ear Training II	2
MUS-266	Ear Training III	1
MUS-265	Form and Analysis	2
MUS-285	Beginning Conducting	2
MUS-371	Music History and Literature I	3
MUS-372	Music History and Literature II	3
MUS-442	Senior Recital - Music Majors	2
MUS-490	Senior Seminar	2
	Ancient or Modern Language	3

Additional Required Core Course for Vocal Track only

MUS-125	Diction for Singers 1	2

Additional Required Core Course for Piano Track only

MUS-248	Keyboard Literature	2
MUS-119	Keyboard Skills	2

Additional Required Core Course for Instrumental Track Only

MUS-375	Symphonic Literature	2

Electives selected from the following (8 credits):

Instrumental Track (8 Credits)

MUS-100	Applied Study - Non-Majors	1
MUS-114	Class Voice	1
MUS-186	Chamber Music	0 to 1
MUS-248	Keyboard Literature	2
MUS-275	Introduction to Computer Applications in Music	1
MUS-286	Advanced Conducting	2
MUS-290	Jazz Improvisation	1
MUS-300	Arranging	1
MUS-366	Song Literature	2

MUS-100 may be repeated up to two credits.

Vocal Track (8 Credits)

MUS-100	Applied Study - Non-Majors	1
MUS-167	Opera Workshop	0 to 3
MUS-225	Diction for Singers 2	2
MUS-248	Keyboard Literature	2
MUS-275	Introduction to Computer Applications in Music	1
MUS-280	Choral Techniques	2
MUS-286	Advanced Conducting	2
MUS-365	Vocal Pedagogy	2
MUS-366	Song Literature	2
MUS-375	Symphonic Literature	2

MUS-100 may be repeated up to two credits.

Piano Track (8 Credits)

MUS-100	Applied Study - Non-Majors	1
MUS-186	Chamber Music	0 to 1
MUS-245	Piano Pedagogy I	2
MUS-246	Piano Pedagogy II	2
MUS-275	Introduction to Computer Applications in Music	1
MUS-286	Advanced Conducting	2
MUS-290	Jazz Improvisation	1
MUS-375	Symphonic Literature	2

MUS-100 and MUS-186 may be repeated up to two credits.

Piano Proficiency (2-8 credits)

Competency through Level III
(instrumental track)
or
Level IV (vocal track)

Applied Music

Applied music (private study) is offered in voice, piano, organ, and all brass, woodwind, percussion, and string (including guitar) instruments. All applied study requires a private lesson fee.

Music Composition - B. Mus.

This program will prepare the student in the liberal arts tradition for graduate school, further study in composition, or as a private teacher of music theory and composition.

Requirements (83 credits)

Required Core Courses (46 credits)

MUS-102P	Applied Study Perfor-Level 1	2
MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-180	Humanities Fine Arts	3
MUS-202P	Applied Study Perfor- Level 2	2
MUS-261	Music Theory II	3
MUS-263	Ear Training II	2
MUS-264	Music Theory III	3
MUS-266	Ear Training III	1
MUS-265	Form and Analysis	2
MUS-275	Introduction to Computer Applications in Music	1
MUS-302P	Applied Study Perfor Level 3	2
MUS-371	Music History and Literature I	3
MUS-372	Music History and Literature II	3
MUS-402P	Applied Study Perfor-Level 4	2
MUS-442	Senior Recital - Music Majors	2
MUS-490	Senior Seminar	2
MUS-342P	Junior Recital	2

MUS-102P and MUS-202P must be taken twice.

Supportive Courses in Music (37 credits)**Required Courses (16 credits)**

MUS-105	Class Piano Level I	2
MUS-165	Class Piano II	2
MUS-205	Class Piano Level III	2
MUS-305	Class Piano Level IV	2
MUS-119	Keyboard Skills	2
MUS-268	Counterpoint	2
MUS-285	Beginning Conducting	2
MUS-318	Orchestration	2

Ensembles – Choose seven from the following (7 credits):**Large Ensembles:**

MUS-174	Cantate	0 to 1
MUS-182	Piano Ensemble	0 to 1
MUS-192	University Chorale	0 to 1
MUS-193	Campus Choir	0 to 1
MUS-194	Chamber Singers	0 to 1
MUS-196	Wind Ensemble	0 to 1
MUS-198	Orchestra	0 to 1

Small Ensembles:

MUS-173	Handbell Ensemble	0 to 1
MUS-175	Chapel Ensemble	0 to 1
MUS-177	Clarinet Quartet	0 to 1
MUS-178	Saxophone Quartet	0 to 1
MUS-179	Woodwind Quintet	0 to 1
MUS-181	Guitar Ensemble	0 to 1
MUS-183	IWU Jazz Combo	0 to 1
MUS-184	World Music Ensemble	0 to 1
MUS-185	Flute Ensemble	0 to 1
MUS-186	Chamber Music	0 to 1
MUS-189	Honors Brass Quintet	0 to 1
MUS-195	Percussion Ensemble	0 to 1
MUS-197	Jazz Ensemble	0 to 1

Secondary Instrument (4 credits)

MUS-111	Applied Study - (music Minors)	1
MUS-112	Applied Study - (music Minors)	1
MUS-211	Applied Study - (music Minors)	1
MUS-212	Applied Study - (music Minors)	1

Music Elective hours selected from the following (9 credits):

MUS-280	Choral Techniques	2
MUS-281	Woodwind Techniques and Pedagogy	2
MUS-282	String Techniques and Pedagogy	2
MUS-283	Percussion Techniques and Pedagogy	2
MUS-284	Brass Techniques and Pedagogy	2
MUS-286	Advanced Conducting	2
MUS-300	Arranging	1

Music Education Major

See the education section of the catalog for a list of specific courses required for Music Education (p. 195) major.

Music Therapy - A.B.

Music therapy is an evidenced based health profession that uses music and musical experiences implemented by a trained music therapist to maintain or change a person's functioning level in a variety of health domains. The Music Therapy program is designed to train students to use musical, clinical and personal skills to help meet identified needs in their clients.

Requirements (95 credits)

Studies in Music (48-59 credits)

MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-184	World Music Ensemble	0 to 1
MUS-200	Recital Attendance	0
MUS-261	Music Theory II	3
MUS-263	Ear Training II	2
MUS-264	Music Theory III	3
MUS-265	Form and Analysis	2
MUS-266	Ear Training III	1
MUS-275	Introduction to Computer Applications in Music	1
MUS-285	Beginning Conducting	2
MUS-300	Arranging	1
MUS-371	Music History and Literature I	3
MUS-372	Music History and Literature II	3
MUS-383	Elementary Music Methods for Music Education Majors	2
MUS-490	Senior Seminar	2
	Required Large Ensembles	4

Applied Studies in voice, piano, and guitar:

MUS-101	Applied Study - Level I (majors)	1
MUS-201	Applied Study- Level II (majors)	1
MUS-301	Applied Study-Level III (majors)	1
MUS-342P	Junior Recital	2

MUS-101 and MUS-201 must be taken twice.

If applied instrument is Voice:

MUS-305	Class Piano Level IV	2
MUS-283	Percussion Techniques and Pedagogy	2
MUS-111	Applied Study - (music Minors)	1
MUS-124	Guitar Techniques	1

If applied instrument is Piano:

MUS-114	Class Voice	1
MUS-119	Keyboard Skills	2
MUS-283	Percussion Techniques and Pedagogy	2
MUS-111	Applied Study - (music Minors)	1
MUS-124	Guitar Techniques	1

If applied instrument is Brass, Woodwind, String, Percussion, or Guitar:

MUS-114	Class Voice	1
MUS-305	Class Piano Level IV	2
MUS-283	Percussion Techniques and Pedagogy	2
MUS-111	Applied Study - (music Minors)	1
MUS-124	Guitar Techniques	1

Studies in Music Therapy and Clinical Foundations (39 credits)

MUS-104	Foundation and Principles of Music Therapy	3
MUS-206	Music Therapy Techniques I	3
MUS-207	Music Therapy Techniques II	3
MUS-209	Observation and Measurement in Music Therapy For Music Therapy	2
MUS-219	Music Therapy Practicum I	1
PSY-250	Developmental Psychology	3
PSY-276	Psychology of the Exceptional Learner	3
MUS-307	Current Trends in Music Therapy	2
MUS-308	Psychology of Music	2
MUS-319	Music Therapy Practicum II	1
MUS-329	Music Therapy Practicum III	1
PSY-366	Psychology of Abnormal Behavior	3
MUS-405	Internship in Music Therapy	3
MUS-406	Research in Music Therapy	2
MUS-419	Music Therapy Practicum IV	1
PSY-485	Theories of Counseling	3
PSY-487	Techniques of Counseling	3

Performance - B. Mus.

The Bachelor of Music in Performance is a professional degree in music that prepares the student for a performing career, graduate study, and private studio teaching. This degree offers an intense specialization in art music, with cross-training in other genres, such as musical theatre and jazz. The program provides emphases in Voice, Piano, and Instrumental.

Requirements (79-85 credits)**Major Area (43 credits)****Applied Music Courses (required in primary instrument or voice) (18 credits)**

MUS-102P	Applied Study Performer-Level 1	2
MUS-202P	Applied Study Performer- Level 2	2
MUS-302P	Applied Study Performer Level 3	2
MUS-342P	Junior Recital	2
MUS-402P	Applied Study Performer-Level 4	2
MUS-442	Senior Recital - Music Majors	2
MUS-490	Senior Seminar	2

MUS-102P and MUS-202P must be taken twice.

Foreign Language (3 credits)

FRE-117	Beginning French I	3
FRE-118	Beginning French II	3
FRE-237	Intermediate French I	3
FRE-238	Intermediate French II	3
SPA-117	Beginning Spanish I	3
SPA-118	Beginning Spanish II	3
SPA-199T	College Spanish I	3
SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II: Spanish for	3

the Professions

Pedagogy Courses (6 credits)**For Piano Emphasis:**

MUS-186	Chamber Music	0 to 1
MUS-245	Piano Pedagogy I	2
MUS-246	Piano Pedagogy II	2

For Vocal Emphasis:

MUS-125	Diction for Singers 1	2
MUS-225	Diction for Singers 2	2
MUS-365	Vocal Pedagogy	2

For Instrumental Emphasis:

Choose the appropriate Pedagogy Course (2 credits):

MUS-281	Woodwind Techniques and Pedagogy	2
MUS-282	String Techniques and Pedagogy	2
MUS-283	Percussion Techniques and Pedagogy	2
MUS-284	Brass Techniques and Pedagogy	2
MUS-286	Advanced Conducting	2

Small Ensembles (2 credits):

MUS-176	Tuba/Euphonium Quartet	0 to 1
MUS-177	Clarinet Quartet	0 to 1
MUS-178	Saxophone Quartet	0 to 1
MUS-179	Woodwind Quintet	0 to 1
MUS-181	Guitar Ensemble	0 to 1
MUS-185	Flute Ensemble	0 to 1
MUS-186	Chamber Music	0 to 1
MUS-187	Trombone Ensemble	0 to 1
MUS-189	Honors Brass Quintet	0 to 1
MUS-195	Percussion Ensemble	0 to 1

Ensemble Courses (participation required for 7 semesters in residence) (10 credits)**Large Ensembles:**

MUS-174	Cantate	0 to 1
MUS-182	Piano Ensemble	0 to 1
MUS-192	University Chorale	0 to 1
MUS-193	Campus Choir	0 to 1
MUS-194	Chamber Singers	0 to 1
MUS-196	Wind Ensemble	0 to 1
MUS-198	Orchestra	0 to 1

Small Ensembles: (minimum of 4 semesters required for piano majors - may not exceed more than 40% of ensemble participation)

MUS-167	Opera Workshop	0 to 3
MUS-173	Handbell Ensemble	0 to 1
MUS-175	Chapel Ensemble	0 to 1
MUS-176	Tuba/Euphonium Quartet	0 to 1
MUS-177	Clarinet Quartet	0 to 1
MUS-178	Saxophone Quartet	0 to 1
MUS-179	Woodwind Quintet	0 to 1
MUS-181	Guitar Ensemble	0 to 1
MUS-183	IWU Jazz Combo	0 to 1

MUS-184	World Music Ensemble	0 to 1
MUS-185	Flute Ensemble	0 to 1
MUS-186	Chamber Music	0 to 1
MUS-187	Trombone Ensemble	0 to 1
MUS-189	Honors Brass Quintet	0 to 1
MUS-190	Opera and Musical Theater	0 to 3
MUS-195	Percussion Ensemble	0 to 1
MUS-197	Jazz Ensemble	0 to 1
MUS-199	Brass Choir	0 to 1

Elective Music Courses (6 credits)

MUS-114	Class Voice	1
MUS-111	Applied Study - (music Minors)	1
MUS-112	Applied Study - (music Minors)	1
MUS-186	Chamber Music	0 to 1
MUS-211	Applied Study - (music Minors)	1
MUS-212	Applied Study - (music Minors)	1
MUS-280	Choral Techniques	2
MUS-281	Woodwind Techniques and Pedagogy	2
MUS-282	String Techniques and Pedagogy	2
MUS-283	Percussion Techniques and Pedagogy	2
MUS-284	Brass Techniques and Pedagogy	2
MUS-286	Advanced Conducting	2
MUS-287	Marching Band Techniques	1
MUS-290	Jazz Improvisation	1
MUS-300	Arranging	1

Supportive Courses in Music (36-42 credits)

Theory, Ear Training and Musicianship Courses (23 credits)

MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-261	Music Theory II	3
MUS-263	Ear Training II	2
MUS-264	Music Theory III	3
MUS-266	Ear Training III	1
MUS-265	Form and Analysis	2
MUS-268	Counterpoint	2
MUS-275	Introduction to Computer Applications in Music	1
MUS-285	Beginning Conducting	2

History and Literature Courses (11 credits)

MUS-180	Humanities Fine Arts	3
MUS-371	Music History and Literature I	3
MUS-372	Music History and Literature II	3

For Piano Emphasis:

MUS-248	Keyboard Literature	2

For Vocal Emphasis:

MUS-366	Song Literature	2

For Instrumental Emphasis:

MUS-375	Symphonic Literature	2

Piano Proficiency (2-8 credits)**For Piano Emphasis (2 credits):**

MUS-119	Keyboard Skills	2

For Vocal Emphasis (8 credits):

MUS-105	Class Piano Level I	2
MUS-165	Class Piano II	2
MUS-205	Class Piano Level III	2
MUS-305	Class Piano Level IV	2

For Instrumental Emphasis (6 credits):

MUS-105	Class Piano Level I	2
MUS-165	Class Piano II	2
MUS-205	Class Piano Level III	2

Music Minor

The Music minor is designed for the student with a major in another discipline who has an interest in music. The curriculum strengthens and enriches the music background.

Requirements (18-20 credits)**Required Courses (16 credits)**

MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-371	Music History and Literature I	3
	or	
MUS-372	Music History and Literature II	3
MUS-111-212	Applied Studies	4
MUS-285	Beginning Conducting	2
MUS-200	Recital Attendance (4 semesters)	0
	Large Ensemble Participation (4 semesters)	
	Young Performer Series Recital (during final semester of applied study)	

Piano Proficiency (2-4 credits)

Competency through Level II

Theatre - B.A.

The Theatre major is designed for students eager to become better theatrical performers, producers and technicians who glorify God by delivering modern parables. Building on the theoretical strengths of the division's core classes, the Theatre major further develops students with practical skills and perspectives through their coursework in writing, performance and creative production, as well as a full university production schedule of plays and musicals.

Students must receive a "C" or higher for all courses within their major. Any grade below a "C", including "C-" must be repeated with a "C" or higher to graduate with a Communication/Theatre major.

Requirements (53-55 credits)

Division Core (12 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3
	or	
COM-370	Symbols and Imaging	3
THR-479	Communications Senior Seminar I	1
THR-480	Communications Senior Seminar II	3

Choose one Communication Lab:

COM-116J	Communication Lab-Journalism	1
COM-116P	Communication Lab-Public Relations	1
COM-116R	Communication Lab-Radio	1
COM-116V	Communication Lab-Television	1

Each section of COM-116 may be repeated up to 8 times.

Major Requirements (40-42 credits)

THR-226	Voice and Movement	3
THR-251	Principles of Script Analysis	3
THR-252	Beginning Acting	3
THR-272	Stagecraft	3
THR-301	Theatre Practicum	1 to 3
THR-310	Stage Design for Theatre I	3
THR-315	Principles of Stage Directing	3
THR-317	Theatre History and Dramatic Literature I	3
THR-318	Theatre History and Dramatic Literature II	3
THR-355	Advanced Acting	3
THR-362	Scriptwriting	3
THR-367	Stage Design for Theatre II	3
THR-368	Theatre Management	3
THR-445	Communication Internship	3

THR-301 must be taken twice but may be repeated up to 8 times.

Electives (10-12 credits)

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-133	Color	3
COM-214	Radio Production	3
COM-365	Broadcast Performance	3
ENG-361	Shakespeare	3
EGR-142	Computer Aided Design	3
MUS-100	Applied Study - Non-Majors	1
MUS-114	Class Voice	1
PHY-230	Electronics	4

Foreign Language (6 credits)

Foreign Language requirement - all students will be required to take 6 hours of one foreign language at the college level. (For students taking Mandarin Chinese courses, three hours of Mandarin Chinese will satisfy the Intercultural Experience requirement. However, Spanish and French courses currently do not meet the intercultural Experience requirement.) The following exceptions and guidelines will be used to implement the 6-hour foreign language requirement:

- Students for whom English is a second language will be exempt from the 6-hour foreign language requirement.

- Students who have completed four years of high school foreign language with no grade below a "C" will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to four semesters of a single language (Intermediate 2) will be exempt from the 6-hour foreign language requirement.
- Students who pass a foreign language competency test at a level equivalent to three semesters of a single language (Intermediate 1) will be exempt from 3 hours of the 6-hour foreign language requirement and will satisfy the other 3 hours by completing the Intermediate 2 course.
- Students will be allowed to transfer college credit hours to satisfy the foreign language requirement.

Theatre - B.S.

The Theatre major is designed for students eager to become better theatrical performers, producers and technicians who glorify God by delivering modern parables. Building on the theoretical strengths of the division's core classes, the Theatre major further develops students with practical skills and perspectives through their coursework in writing, performance and creative production, as well as a full university production schedule of plays and musicals.

Students must receive a "C" or higher for all courses within their major. Any grade below a "C", including "C-" must be repeated with a "C" or higher to graduate with a Communication/Theatre major.

Requirements (53-55 credits)

Division Core (12 credits)

COM-105	Communication in Context	1
COM-329	Media and Society	3
COM-340	Communication Theory	3
	or	
COM-370	Symbols and Imaging	3
THR-479	Communications Senior Seminar I	1
THR-480	Communications Senior Seminar II	3

Choose one Communication Lab:

COM-116J	Communication Lab-Journalism	1
COM-116P	Communication Lab-Public Relations	1
COM-116R	Communication Lab-Radio	1
COM-116V	Communication Lab-Television	1

Each section of COM-116 may be repeated up to 8 times.

Major Requirements (40-42 credits)

THR-226	Voice and Movement	3
THR-251	Principles of Script Analysis	3
THR-252	Beginning Acting	3
THR-272	Stagecraft	3
THR-301	Theatre Practicum	1 to 3
THR-310	Stage Design for Theatre I	3
THR-315	Principles of Stage Directing	3
THR-317	Theatre History and Dramatic Literature I	3
THR-318	Theatre History and Dramatic Literature II	3
THR-355	Advanced Acting	3
THR-362	Scriptwriting	3
THR-367	Stage Design for Theatre II	3
THR-368	Theatre Management	3
THR-445	Communication Internship	3

THR-301 must be taken twice but may be repeated up to 8 times.

Electives (10-12 credits)

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-133	Color	3
COM-214	Radio Production	3
COM-365	Broadcast Performance	3
ENG-361	Shakespeare	3
EGR-142	Computer Aided Design	3
MUS-100	Applied Study - Non-Majors	1
MUS-114	Class Voice	1
PHY-230	Electronics	4

Theatre Education Major

See the education section of the catalog for a list of specific courses required for Theatre Education.

Theatre Minor

Requirements (20 credits)

Division Core (4 hours)

COM-105	Communication in Context	1
COM-317	Theatre History and Dramatic Literature I	3

Minor Requirements (10 hours)

THR-301	Theatre Practicum	1 to 3
THR-252	Beginning Acting	3
THR-272	Stagecraft	3
THR-317	Theatre History and Dramatic Literature I	3
	or	
THR-318	Theatre History and Dramatic Literature II	3

THR-301 may be repeated up to 8 times.

Electives (6 credits)

Choose two

THR-226	Voice and Movement	3
THR-251	Principles of Script Analysis	3
THR-310	Stage Design for Theatre I	3
THR-317	Theatre History and Dramatic Literature I	3
THR-318	Theatre History and Dramatic Literature II	3
COM-336	Special Topics in Communication and Theatre	0 to 3
THR-355	Advanced Acting	3
THR-367	Stage Design for Theatre II	3
THR-368	Theatre Management	3

Worship Studies and Music Ministry - A.B.

Requirements (62-68 credits)

Ministry Core (12 credits)

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
THE-233	Systematic Theology	3

Philosophy and Theology of Worship (12 credits)

WOR-235	Worship	2
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
BIL-254	Biblical Foundations of Worship	3
WOR-322	Worship Throughout the Christian Year	3
WOR-438	Discipling Worshipers	2 to 3

WOR-238 must be taken for 1 credit for majors

Worship in Practice (5 credits)

WOR-235L	Christian Worship Lab I: Congregational Worship	1
WOR-340	Leading Worship Through the Arts	3
WOR-436L	Christian Worship Lab II: Church Rituals	1

Music Ministry Leadership (10 credits)

MUS-101-201	Major Applied Studies	4
MUS-175	Chapel Ensemble	0 to 1
MUS-285	Beginning Conducting	2
MUS-450	Music Ministry Practicum	3

Music Theory, Composition & History (21-23 credits)

MUS-134	Songwriting I	3
MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-261	Music Theory II	3
MUS-263	Ear Training II	2
MUS-262	Contemporary Music Theory Applications	2
WOR-325	Centuries of Song	3
MUS-371	Music History and Literature I	3
	or	
MUS-372	Music History and Literature II	3

Music Competencies/Participation (2-6 credits)

MUS-200	Recital Attendance	0
MUS-205	Class Piano Level III	2
	Large Ensemble Participation (7 semesters)	0

MUS 200 must be taken for 7 semesters

School of Nursing and Health Sciences

The School of Nursing and Health Sciences is a blend of disciplines that prepares students for different roles and to be valuable members of society. The titles of the four divisions included in the School of Nursing and Health Sciences are:

Health and Human Performance Division (p. 151)

Pre-Licensure Nursing Division (p. 162)

Occupational Therapy Doctorate (p. 173)

Doctor of Physical Therapy (p. 177)

Health and Human Performance Division

Majors

Masters of Science in Athletic Training (p. 152)
(Beginning FA 2023)

Exercise Science (p. 156)

Sports Management (p. 157)

Sports Ministries (p. 158)

Minors

Health Promotion & Wellness (p. 159)

Coaching Education (p. 159)

Military Leadership (p. 162)

Recreation and Camp Administration (p. 159)

Programs

Pre-Health Care Sciences (Non-Nursing) (p. 256)

ROTC (p. 256)

Purpose

The Health and Human Performance Division at Indiana Wesleyan University prepares students to meet the ever increasing demands of society for professionally trained people in the areas of education, sports, fitness, health, recreation, management and athletics. Areas of development such as neuromuscular skill, organic fitness, intellectual awareness, social concern, emotional release, and spiritual formations will be emphasized. God created man as an integrated whole being, and the professionals in this division are afforded a great opportunity to reach all aspects of the whole person. Each individual will be challenged to develop professionally and in turn be prepared to serve others upon completion of the degree.

Admission to Majors

Admission to majors in the Health and Human Performance Division follow the procedures established for the university. Majors seeking Physical and Health Education teaching certification must apply for admission to teacher education through the Department of Education. Also see the Athletic Training and Exercise Science department for application process.

General Education Requirements (45-51 credits)

Most majors within the Health and Human Performance Division follow the traditional general education requirements. Recommended courses for specific areas are below. If this differs, the courses are identified under the specific major.

Masters of Science in Athletic Training

Description

The Masters in Athletic Training degree is a 63-hour, professional athletic training degree which provides graduate students with the knowledge, values, skills and clinical education necessary to successfully practice as certified athletic trainers. Graduates of this program will be prepared to successfully pass the Board of Certification Inc. (BOC), certification examination. The program is designed for students who have completed an undergraduate degree but are seeking entry into the athletic training profession through a graduate program accredited by the Commission on Accreditation of Athletic Training Education (CAATE). This program is not intended for students who already have an undergraduate athletic training degree from a CAATE accredited institution or are currently eligible for the BOC certification examination.

Master of Science Athletic Training Degree Program Admissions Requirements:

Applicants are required to meet the following criteria for consideration for admission:

1. Applicants to the Professional Master of Science Athletic Training (MAT) degree program must have a baccalaureate degree or higher from a regionally accredited college or university with a minimum grade point average (GPA) is 3.0 on a 4.0 scale.
2. Application Form to be filled out on ATCAS
3. A criminal history background check will be conducted at the applicant's expense. Clinical sites may have additional requirements, e.g., immunizations, a second background check and/or drug screen at the student's expense. Admission to and/or progression in the program may depend on your compliance and/or the results of these checks.
4. References: References should use the designated form to submit three letters of reference. At least one of the references must be from a healthcare provider and one must be a previous faculty member who can speak to your capacity to do graduate level work.
5. Prerequisite Courses:

a. Anatomy with lab	4 credits
b. Physiology with lab	4 credits
c. Nutrition	3 credits
d. General Psychology	3 credits
e. Kinesiology	3 credits
f. Biomechanics	3 credits
g. Exercise Physiology	3 credits
h. General Statistics	3 credits
i. Biology with lab	4 credits
j. Chemistry with lab	4 credits
k. Physics with lab	4 credits

Students are required to have a grade of B or better in these pre-requisite courses as a foundation class for success in professional level graduate work in the MSAT program.

6. Curriculum Vitae: Other aspects of an applicant's record, such as educational achievement, professional experience and clarity of career goals should be reflected in a curriculum vitae in determining admissibility. Generally, admissions decisions are based on an overall assessment of the adequacy of an applicant's preparation and desire for the successful completion of a graduate course of study in Athletic Training.

7. **Deadline for Application:** We have a decision deadline of December 1 for all application materials including the interview with the faculty. Those applying after December 1 will be considered on a seat available basis. Decisions regarding the acceptability of applicants for the Master of Science Athletic Training program will be made by the admissions committee after evaluation of all pertinent application materials. Applications cannot be accurately reviewed until all application materials are received and requirements have been met. New applications are required for those who defer a year or miss the cutoff date for admissions.
8. **Technical Standards:** The Master of Science Athletic Training program is a rigorous and intense program that places specific physical requirements and demands on each student enrolled in our program. The primary objective is to prepare graduates to enter various employment settings and to render care to a wide range of individuals engaged in physical activity. The MSAT technical standards document establish the qualities necessary for students admitted to this program to achieve the knowledge, skills, and competencies of a professional certified athletic trainer, as well as to meet the expectations of the programs accrediting agency (Commission on Accreditation of Athletic Training Education [CAATE]). All athletic training students applying to the MSAT must meet the technical standards and expectations in order to gain acceptance into our program. In the event an athletic training student is unable to fulfill these technical standards, with or without reasonable accommodation, student will not be admitted into the program.

Athletic Training Program Post-Admission Standards

The following documentation must be current and on file with the program director prior to beginning classes.

1. Signed declaration of understanding and ability to meet AT Program's Technical Standards for Admission and Retention.
2. Signed declaration of understanding and acceptance of all Program Policies and Procedures as delineated in the AT Program Student Policies and Procedures Handbook.
3. Background checks are required during the first semester (summer I) of the IWU MSAT program. Students are responsible for the fee associated with the completion of the background check. Additionally, all students are required to inform the MSAT Director of Clinical Education Coordinator if any changes take place between initial background check and any planned rechecks (all pending legal matters e.g., felony, misdemeanors, etc.). If in doubt, report it and proceed from there.
4. Evidence of current liability insurance coverage. (<http://www.hpso.com> is the most cost effective to date)
5. Evidence of NATA Student Membership
6. The following tests and vaccinations must be on file with the MSAT program director by the start of their first term in the program (or in process to receive the vaccinations – HBV).
 - a. Tuberculin Skin Test: If the TB test results are positive, a chest x-ray must be done. A yearly TB test is required, and written results are given to the MSAT program director to be added to that student's file.
 - b. Hepatitis B Vaccination: Applicants must demonstrate that they have been vaccinated with the Hepatitis B vaccine (HBV). A sum of three injections in a six-month period is required for this vaccination.
 - c. Physical Examination: Applicants must have a physical examination completed by a physician and on file with the MSAT program director.

Students are responsible for all costs associated with their own health care and when obtaining immunizations and health certifications.

Athletic Training Program Retention Policy

To remain in the Athletic Training Program as an athletic training student, the student must achieve the standards listed below. Failure to meet these standards each semester could result in probation or program dismissal. The standards for retention are as follows:

- Earn at least a 2.75 cumulative GPA (B-)
- Earn a B- or above in all MSAT coursework.
- Be in good standing with the University (e.g., no citizenship probation)
- Participate in FERPA, OSHA, HIPAA and BBP training each academic year
- Complete a criminal background check prior to required clinical rotations

- Maintain CPR-PR/AED & First Aid certification while enrolled at IWU
- Show progress through clinical instruction and learning over time
- Show a professional attitude and character in all areas of AT, both academic and clinical

Students who earn a grade below a “B-” in certain courses may need to retake the course which may prevent the student from continuing with their cohort. If in good or probationary academic standing with Indiana Wesleyan University and MSAT, the ATS will often be able to continue with their cohort academic sequence and will re-take that course the next time it is offered in the MSAT.

Athletic Training Program Probation Policy

Any athletic training student within the professional program may be subject to a probationary status. A probationary status will be assigned if an athletic training student does not abide by the standards of the IWU Athletic Training Program as identified in the ATP Student Handbook. The athletic training program director is the only authority that can administer a probationary status or remove a probationary status within this program. The athletic training program director may also remove athletic training students from the program for infractions of divisional and university policies. Once placed on probationary status a student has one semester to meet the requirements assigned by the program director. If the situation remains unresolved the student may be dismissed from the program.

Athletic Training Program Dismissal Policy

Dismissal from the AT Program may be recommended if the student:

1. Fails to register for one semester in the AT program curriculum with failure to file and obtain an official leave of absence.
2. Has an overall GPA less than a “B-” average (equivalent to 2.75 on a 4.0 scale).
3. Automatic disqualification may occur if this happens for more two consecutive semesters.
4. Has earned a grade lower than a “C” in any course (this must be reported to the Director of Athletic Training Program within one week of the release of course grades). Failure to disclose this information will result in immediate probation from the AT program and possible dismissal.
5. Has a GPA that indicates the inability to meet the 2.75 required for graduation.
6. Makes unsatisfactory progress in mastering clinical rotation objectives, competencies, or clinical proficiencies (e.g., does not complete all clinical competencies, fails to make appropriate progress on CIPs, does not pass clinical education course final exams, etc.).
7. Receives unsatisfactory clinical evaluations from assigned preceptors or is unable to complete clinical experience requirements for any reason (e.g., failed background check, etc.).
8. Is dismissed from an affiliated clinical site for inappropriate conduct or failure to fulfill required responsibilities.
9. Shows evidence of unethical or immoral conduct as outlined by the NATA Code of Ethics, BOC Professional Standards of Practice, or IWU standards (e.g., Code of Conduct).
10. Engages in conduct which violates the Indiana Athletic Training State Practice Act Appendix C) or the Practice Act of the state in which the student’s clinical assignment takes place.
11. Fails to comply with the AT Programs’ Technical Standards
12. Fails to comply with IWU Policies/Handbooks (e.g., MSAT, University, etc.).

Athletic Training Student Health Policy

Athletic training students must have the appropriate health forms and records on file with the athletic training program director to be considered for admittance to the Athletic Training Program. In addition, athletic training students will be required to have the following tests and vaccinations by the start of their first semester in the major (or in process to receive the vaccinations – HBV).

- Tuberculin Skin Test. If the TB test is positive, a chest x-ray must be done. A yearly TB test is required, and written results are given to the athletic training program director to be added to that student's file. The athletic training student may have this test done at the IWU Health Center.
- Hepatitis B Vaccination. Athletic training students are strongly encouraged to be vaccinated with the Hepatitis B vaccine (HBV). A sum of three injections in a six-month period is required for this vaccination. Each injection will vary in cost depending on where you obtain the vaccination. A waiver must be signed and in the athletic training student's permanent file if he/she chooses not to obtain the vaccination.
- Physical Examination. Athletic training students will have a physical examination conducted by a physician. This physical should be submitted to the program director after being admitted to the program.

Degree Requirements

Requirements (63 credit hours)

ATR-510	Preventative Strategies and Emergency Management	3
ATR-501	Athletic Training Clinical Education: Experience I	3
ATR-515	Introduction to Evidence Based Interventions and Interpretation	1
ATR-520	Orthopedic Evaluation and Diagnosis I	3
ATR-520L	Orthopedic Evaluation and Diagnosis I Lab	1
ATR-502	Athletic Training Clinical Education: Experience II	3
ATR-521	Orthopedic Evaluation and Diagnosis II	3
ATR-521L	Orthopedic Evaluation and Diagnosis II Lab	1
ATR-525	Therapeutic Interventions I: Physical Agent Modalities	3
ATR-525L	Therapeutic Interventions I: Physical Agent Modalities Lab	1
ATR-516	Research Methods I	3
ATR-526	Psychosocial Issues in Athletic Training Clinical Intervention	3
ATR-530	Athletic Training Seminar I	2
ATR-548	Health Care Administration in Athletic Training	3
ATR-503	Athletic Training Clinical Education Experience III	3
ATR-535	Therapeutic Interventions II Rehabilitative Exercise	3
ATR-535L	Therapeutic Interventions II: Rehabilitative Exercise Lab	1
ATR-531	General Medical Conditions And Nomenclature	3
ATR-545	Strength and Conditioning	3
ATR-545L	Strength and Conditioning Lab	1
ATR-504	Athletic Training Clinical Education Experience IV	3
ATR-540	Therapeutic Interventions III: Pharmacology	3
ATR-549	Seminar in Sport Medicine	3

ATR-517	Research Methods II	3
ATR-577	Structural Anatomy	4

Exercise Science - B.S.

This program, mediated by CoAES (Committee on Accreditation for the Exercise Sciences) and accredited by CAAHEP (Commission on Accreditation of Allied Health Education Programs), is designed to prepare students for post-graduate academic pursuits in exercise science and specifically exercise physiology, cardiac/pulmonary/cancer rehabilitation, biomechanics, or fitness leadership. Students interested in continuing their graduate education in athletic training, physical or occupational therapy or becoming a physician's assistant would benefit from this undergraduate exercise science program as well. The final purpose of this program design is to prepare students for certifications by professional organizations relative to exercise science, specifically the Certified Exercise Physiologist (EP-C) and other certifications by the American College of Sports Medicine (ACSM) or National Strength and Conditioning Association (NSCA). The Exercise Science major received re-accreditation for 10 years by CAAHEP on March 16, 2018.

Admission requirements to Exercise Science Program:

1. First time freshman
 - a. Complete EXS 170, BIO 111/111L, BIO 112/112L, PHE 101
 - b. Achieve sophomore status
 - c. Minimum major GPA 2.50, cumulative GPA 2.50
2. Transfer and all other students
 - a. Enroll and complete 7 credits in IWU exercise science major
 - b. Achieve sophomore status
 - c. Minimum major GPA 2.75, cumulative GPA 2.50

Once a student is admitted to the Exercise Science Program a \$300 program fee will be assessed in EXS-374L.

Continuation in Exercise Science Program:

1. Transfer students and students new to the major: Students must complete at least 50% (half) of their major courses at IWU.
2. Maximum number of semesters as a pre-exercise science major is 4 semesters.
3. Major GPA requirements: 2.75 in the major and 2.50 cumulative.

Exercise Science majors must take PHE-134 as their General Education activity course before EXS-379.

Requirements (53-57 credits)

Required Courses

BIO-112	Anatomy and Physiology II and	4
BIO-112L	Anatomy and Physiology II Lab	0
CHE-120	Introduction to Organic and Biological Chemistry and	4
CHE-120L	Introduction to Organic and Biological Chemistry Lab or	0
CHE-125	General Chemistry I and	5
CHE-125L	General Chemistry I Lab	0
EXS-170	Introduction to Exercise Science	3
EXS-264	Principles of Strength and Conditioning	3
EXS-286	Kinesiology	4

PHE-352	Sport Law and Risk Management	3
PHE-365	Public and Community Health	3
EXS-370	Biomechanics and Physics of Human Movement	3
EXS-370L	Biomechanics and Physics of Human Movement Lab	1
EXS-374	Physiology of Exercise	3
EXS-374L	Physiology of Exercise Lab	1
EXS-379	Principles of Fitness Assessment	3
EXS-380	Principles of Exercise Prescription	2
EXS-383	Professional Experience I	1
PHE-413	Health Promotion and Wellness Management	3
EXS-415	Nutrition for Sport and Performance	4
EXS-431	Evaluation/Recognition of Injuries/Cond Athletic Injuries	2
EXS-440	Pharmacology and Therapeutic Medications	2
EXS-483	Exercise Science Internship	1 to 4
EXS-485	Senior Research Seminar I	2
EXS-486	Senior Research Seminar II	1
EXS-487	Culminating Senior Experience	0
PHE or PSY	PHE or PSY 224 Psychology of Sport and Exercise	3

Sports Management - B.S.

The opportunities for employment with a Sports Management major include a variety of related organizations in athletics, professional sports management, marketing, promotion, and fund raising. Related positions are available at the local, state, national and international levels.

Requirements (41 credits)

Required Courses

BUS-100	Foundations of Business	3
SMG-155	Introduction to Physical Education, Sport, and Wellness	3
SMG-210	Computers & Technology in Physical Education and Sport	1 to 2
PHE-224	Psychology of Sport and Exercise	3
PHE-230	CPR and First Aid	2
PHE-235	Professional Experience I	1
PHE-236	Professional Experience II	1
SMG-255	Scientific Aspects of Physical Education and Coaching	3
SMG-350	Ethics and Character Development in Sport	3
PHE-352	Sport Law and Risk Management	3
SMG-354	Sports Management	3
SMG-371	Administration of Physical Education and Athletics	3
SMG-420	Sports Marketing, Promotion, and Fund Raising	3
SMG-422	Sports Management Internship	3
REC-460	Facilities: Design, Planning, Maintenance, and Scheduling	3

SMG-480	Senior Seminar in Health and Human Performance	2

SMG-210 must be taken for 2 credits.

Sports Ministries - B.S.

Purpose

The Division of Health and Human Performance and the School of Theology and Ministry have created an interdisciplinary major in Sports Ministries. The purpose of this major is to prepare students professionally for service in church sports ministries, sports camps, school sports ministries, youth sports ministries, sports chaplaincy, short and long term missions, individual sport coach training, and para-church sports ministries.

Requirements (48 credits)

Ministry Core (15 credits)

BIL-202	Inductive Bible Study	3
THE-233	Systematic Theology	3
REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL	300/400 Advanced OT/NT	3

Practical Theology (PRT) (15 credits)

YTH-230	Programming Youth and Family Ministries	2
YTH-230P	and Programming Youth and Family Ministries Practicum	1
YTH-380	Advanced Studies in Youth and Culture	2
YTH-471	Pastoral Counseling and Care I: Children to Adulthood	2
REL-340	Models of Sports Ministry	3
CED-240	Teaching the Bible to Youth and Adults	3
REL-365	or Homiletics I	3
REL-370	Introduction to Pastoral Counseling and Care	2

Health and Human Performance (HHP) (18 credits)

PHE-122	Active Recreation Games	1
PHE or PSY	PHE or PSY 224 Psychology of Sport and Exercise	3
PHE-235	Professional Experience I	1
PHE-236	Professional Experience II	1
SMG-350	Ethics and Character Development in Sport	3
SMG-354	or Sports Management	3
SMG-371	or Administration of Physical Education and Athletics	3
PHE-470	Sports Ministry Internship	3
REC-260	Recreation Leadership and	3

	Programming	
	or	
REC-380	Camp Management	3
	or	
YTH-240	Camp and Retreat Ministries	3

Coaching Education Minor

Requirements (22 credits)

Required Courses (15 credits)

PHE-165	Principles/Problems of Coaching	3
PHE-230	CPR and First Aid	2
PHE-235	Professional Experience I	1
PHE-236	Professional Experience II	1
SMG-255	Scientific Aspects of Physical Education and Coaching	3
PHE-282	Motor Development	2
SMG-350	Ethics and Character Development in Sport	3

Choose two courses from the following (4 credits):

PHE-261	Coaching of Baseball and Softball	2
PHE-263	Coaching of Football and Basketball	2
PHE-274	Coaching of Cross Country/ Track and Field	2
PHE-276	Coaching of Soccer and Volleyball	2

Choose at least 1 of the following:

(Sport Management majors MUST take PHE-385 or PHE-423)		
EXS-264	Principles of Strength and Conditioning	3
PHE-352	Sport Law and Risk Management	3
PHE-385	Psychology of Motor Learning	3
PHE-423	Adapted Physical Activity	3
PHE or PSY	PHE or PSY 224 Psychology of Sport and Exercise	3

Health Promotion and Wellness Minor

Requirements (24 credits)

Required Courses

BIO-111	Anatomy and Physiology I	4
PHE-162	Personal Health	3
PHE-163	School Health and Safety	3
PHE-230	CPR and First Aid	2
PHE-362	Nutrition for Health	3
PHE-365	Public and Community Health	3
PHE-366	Alcohol and Drug Education	3
PHE-413	Health Promotion and Wellness Management	3

Recreation Management Minor

Requirements (24 credits)

Required Courses (18 credits)

SMG-155	Introduction to Physical Education, Sport, and Wellness	3
PHE-156	Outdoor Wilderness Learning (Wise Owl Project)	2
PHE-235	Professional Experience I	1
REC-240	Trip Camping in the USA	2
REC-410	Recreation Internship	2
REC-460	Facilities: Design, Planning, Maintenance, and Scheduling	3
YTH-240	Camp and Retreat Ministries	3
PHE-122	Active Recreation Games	1
	Additional PHE activity credit	1

Choose from the following (6 credits)

REL-340	Models of Sports Ministry	3
YTH-230	Programming Youth and Family Ministries	2
YTH-230P	Programming Youth and Family Ministries Practicum	1
PHE-128	Lifeguarding	2
PHE-352	Sport Law and Risk Management	3
PHE-230	CPR and First Aid	2
PHE-282	Motor Development	2
PHE-365	Public and Community Health	3
SMG-371	Administration of Physical Education and Athletics	3
SMG-420	Sports Marketing, Promotion, and Fund Raising	3
PHE-423	Adapted Physical Activity	3

REL-340, YTH-230 and YTH-230P, PHE-128, PHE-282, PHE-365 and PHE-423 are options for Sport Management majors.

General Physical Activity Courses

Courses PHE-101 – PHE-139 fulfill general education requirements. Course PHE-101, Concepts of Health and Wellness, is required. One other course must be selected to fulfill the requirement. Individuals with severely limited physical capabilities or working adult students may arrange with the Physical Education coordinator to take the Adult Fitness course. While only two courses are required, students may take up to a total of eight one-hour activity classes that can count toward their graduation hours.

PHE-101	Concepts of Health and Wellness	1

A study of the values, components, development, and maintenance of fitness. Required of all students.

PHE-102	Adult Fitness	1

A physical education course for those with limited physical capabilities or working adult students. By permission of instructor.

Other Physical Education Activity electives

PHE-103	Aerobic Exercise	1
PHE-105	Badminton	1

PHE-106	Basketball	1
PHE-110	Cycling	1
PHE-113	Walk, Jog, Run	1
PHE-114	Golf	1
PHE-115	Aqua Exercise	1
PHE-116	Horsemanship	1
PHE-117	Varsity Athletics	1
PHE-120	Backpacking	1
PHE-121	Racquetball	1
PHE-122	Active Recreation Games	1
PHE-124	Soccer	1
PHE-126	Swimming Skills	1
PHE-128	Lifeguarding	2
PHE-130	Tennis	1
PHE-131	Cross-Country Skiing	1
PHE-132	Volleyball	1
PHE-134	Weight Training	1
PHE-135	Introduction to Climbing	1
REC-117	Campus Recreation, Intramural, and Club Sports	1

PHE-114, PHE-116, PHE-120, and PHE-131: fee required

PHE-117: may be repeated once in a second sport, course may only be taken during his or her sport's primary season of competition.

ROTC - U.S. Army Reserve Officers' Training Corps Program

Purpose

ROTC is offered on the IWU campus for those who sense a calling to serve our country in the military. The Department of Military Science offers qualified undergraduate and graduate students an opportunity to obtain a commission as a second lieutenant in the United States Army and to serve with the Active Army, Army National Guard or Army Reserves. Additionally, Military Science offers immersive learning experiences focused on preparing future leaders for the United States Army and managers for the corporate environment. Subjects offered in this program include the study of current military leadership, doctrine, rappelling, marksmanship, counseling, problem solving, managing resources, military history, and public speaking. All IWU students interested in studying military leadership may enroll in 100-level and 200-level classes without any obligation to enroll in the ROTC program.

Requirements (22 credits)

Required Courses

MSC-101	Introduction to Military Science	1
MSC-102	Introduction to Leadership	1
MSC-201	Leadership/Military Tactics	2
MSC-202	Leadership/Team Development	2
MSC-301	Military Leadership and Operations 1	3
MSC-302	Military Leadership and Operations 2	3
MSC-401	Leadership Challenges and Goal Setting	3
MSC-402	Transition to Lieutenant	3
MSC-499	Independent Study in Military Science	1 to 3

The 100-level meet once a week for one hour. The 200-level meets twice a week for two hours. The 300-level and 400-level classes meet twice a week for three hours each session. Two days are dedicated to classroom lecture and a combined lab meets 10 times each semester. The lab and field training exercises involve all contracted cadets and apply classroom lectures into hands-on leadership training scenarios.

Military Leadership Minor

The Military Leadership minor will enhance the principles of the U.S. Army's ROTC program by enabling students to expand their capabilities by providing them with the most effective tools for critical thinking, ethical and logical reasoning, an enhanced understanding of cross-cultural diversity, better communication skills, effective self-assessment and reflection techniques. Additionally, it will integrate specific theory and methodologies to help students understand leadership from a servant-leader paradigm that will give them a better perspective of the causes of world and national events and their implications on the military and society in general. This minor is open only to ROTC students.

Requirements (24 credits)

Required Courses (21 credits)

MSC-101	Introduction to Military Science	1
MSC-102	Introduction to Leadership	1
MSC-201	Leadership/Military Tactics	2
MSC-202	Leadership/Team Development	2
MSC-301	Military Leadership and Operations 1	3
MSC-302	Military Leadership and Operations 2	3
MSC-401	Leadership Challenges and Goal Setting	3
MSC-402	Transition to Lieutenant	3

Choose one of the following: (3 credits)

HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	3
HST-442	World War II	3

Pre-Licensure Nursing Division

Pre-Licensure Nursing programs lead to a Bachelor of Science Nursing (B.S.N.) degree. There are two programs of study available to students: nursing traditional format (four year) and Transition to Nursing (accelerated second degree). The undergraduate program prepares men and women for professional nursing practice and provides a foundation for advanced study in nursing. Following successful completion of the curriculum, students are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in Indiana or other states subject to that state's guidelines and regulations.

The baccalaureate degree program in nursing at Indiana Wesleyan University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>). The Pre-Licensure Nursing program are also accredited by the Indiana State board of Nursing.

The Pre-Licensure Nursing programs are committed to educating professional nurses prepared to change their world of influence through nursing practices grounded in the Christian ethos. The mission of the division is to provide quality nursing education within a Christian liberal arts university that equips professional nurse generalists for practice in diverse environments.

The nurse is perceived as a purposeful, self-directed individual who assumes responsibility and accountability to God, society, self, and clients who, made in the image of God, have intrinsic worth and value. Modeling the example of Jesus Christ, nurses are to protect and promote health, especially for people lacking access to health care, through the just allocation of health resources and services throughout the world.

General Education Competencies

Students in this major meet the general education competencies by taking the approved courses.

Outcomes of the Pre-licensure Nursing Program

The outcomes of the Pre-Licensure Nursing program are to:

1. Call students to Christian character.
2. Expect students to develop academic excellence.
3. Equip students for success in the profession.

4. Mentor students in leadership.
5. Prepare students for service.

Pre-Licensure Nursing Entrance Requirements

High school courses that provide a foundation for nursing are biology, chemistry, English, mathematics, speech, algebra, social studies, and writing. Students should submit the university application to the director of admissions at Indiana Wesleyan University. Acceptance will be in accordance with the established admission policies. Students are advised to declare nursing as the choice of major when applying for admission.

Admission and Progression in the Pre-Licensure Nursing Major

The Admission and Progression Committee approves admission to the Pre-Licensure Nursing major. The following criteria must be met for admission to the major at the sophomore level:

1. Completion of 29 credits.
2. Minimum GPA of 2.75.
3. Minimum grade of "C" in Foundations of Nursing, Anatomy and Physiology I, Anatomy and Physiology II, Intro to Organic and Biochemistry, Intro to Microbiology, and Math 107 or higher (113 preferred).
4. Completion of health clearance form.
5. American Heart Association CPR certification.
6. Certified criminal background check.
7. The TEAS Test is required for all students applying for acceptance into the Pre-Licensure Nursing Program. The benchmark for passing the TEAS is 65% comprehensive. If the student receives a score of 65% or higher, they have satisfactorily completed the TEAS section of the application process. If the student does not meet the benchmark for the TEAS of 65% comprehensive, they will be required to do remediation. The Freshman Level Coordinator will determine the remediation depending on the Student's area of weakness. Once remediation is completed, the student will have satisfactorily completed the TEAS component of the application process.

Application forms for admission to the nursing major may be obtained from the IWU SON website. All admission requirements must be completed by the end of May term for September admission into the nursing major or the end of fall term for January admission.

Once a student is admitted to the nursing program, he or she must complete all coursework within 4 1/2 years (9 semesters). Progression through the major requires a minimum cumulative and major GPA of 2.75, a minimum grade of "C" in all nursing courses, as well as, General Psychology and Developmental Psychology, ongoing health clearance, and current CPR certification. Progression is monitored by the Admission and Progression Committee.

Guaranteed Acceptance Pathway (GAP)

Select High School students are eligible to apply for the Guaranteed Acceptance Pathway (GAP) in the IWU School of Nursing (SON).

Guaranteed Admission – we save your spot so that when you are done with prerequisites as outlined below you can jump right in to clinical nursing.

Streamlined pathway into nursing clinical coursework

No requirement to apply to the clinical nursing program as all other students do between the Freshman and Sophomore years.

Eligibility for GAP

1. High School Seniors with a cumulative GPA of 3.5 on a 4.0 scale
2. Fully accepted at Indiana Wesleyan University (not available to transfer students) as a fulltime, first-time Freshman
3. An ACT score of 22 or higher, of RSAT of 1110 or higher
4. High School course work that includes 4 years of English, 3 years of Math including Algebra, Natural Sciences including one chemistry and one biology course.

Maintaining eligibility during the Freshman year

Students who are granted GAP admission must:

1. Transcript 29 course credit hours during the Freshman Year
2. Maintain a 2.75 or higher GPA
3. Complete four supporting science courses:
 - Anatomy and Physiology I and II
 - Introduction to Organic and Biological Chemistry,
 - Microbiology
4. Must earn a minimum grade of C in all prerequisite courses
5. Complete Foundations of Nursing (NUR 145) with a minimum grade of C.
6. Complete the university Math requirement (one math course at or above MAT 107 – MAT 113 is preferred) with a minimum grade of C.
7. Complete the Test of Essential Academic Skills (TEAS) assessment with a composite score of 65%

Students who do not meet the requirements for GAP are eligible to apply for admission to clinical nursing courses following the traditional process and will be given full consideration for admission. Not meeting those requirements may delay admission to Pre-licensure clinical nursing.

Fees

There is a one-time assessment testing fees and program fee. Clinical and lab fees will be assessed every semester.

Probation

Probation in the Division of Pre-Licensure Nursing applies to students having a cumulative and/or major GPA less than 2.75 and/or who are repeating a nursing course. See details in the Pre-Licensure Nursing Student Handbook.

Advanced Standing in Nursing

Transfer Students

Admission with prior credit is granted to those who meet the university requirements and who have a cumulative GPA of 2.75 on a 4.0 scale from the transferring institution. It is recommended that transfer into the program be made no later than the first semester of the sophomore year. Students contemplating transfer into the program from another college or university must contact the Pre-Licensure Nursing Division for the transfer policy and:

1. Be admitted to the university.
2. Must have their nursing course syllabi and science course syllabi approved by the Pre-Licensure Nursing Division and the Division of Natural Sciences and/or Mathematics (wet labs required).
3. To be considered for full admission into the nursing major, all admission criteria and credit transfers must be completed by May 31 for September admission, or December 22 for January admission.
4. Must complete three semesters of clinical nursing courses in the IWU Pre-Licensure Nursing program (minimum of 1 1/2 years residency requirement).
5. Transfer of clinical courses requires successful completion of appropriate skills proficiency exams. See Orientation, Registration and Credit Options (p. 30).
6. For students accepted into the Pre-Licensure Nursing Program (traditional track) at IWU, previously completed college nursing courses (C or higher from regionally accredited colleges/universities) will be evaluated for IWU course equivalency as long as they are no more than five years old from the time of completion to the time of starting the nursing program at IWU. If the time limit criterion is met, course syllabi and course calendar from the transfer institution will be evaluated for IWU course equivalency.

All criteria for acceptance will be successfully completed before any nursing coursework is attempted.

Academic Requirements

MINIMUM NURSING ACADEMIC REQUIREMENTS

A student may progress through the Pre-Licensure Division Nursing Program when meeting *all three of the following requirements*:

1. Achieving a C or higher in all NUR courses.
2. Maintaining a nursing GPA of 2.75 or higher (NUR courses only).
3. Maintaining a cumulative GPA of 2.75 or higher (all IWU courses).

A student who does not meet one or more of these minimum requirements will be placed on nursing academic probation.

DEFINITION OF NURSING ACADEMIC PROBATION

Nursing academic probation is a status resulting from failure to meet the minimum requirements of the Pre-Licensure Nursing Division. Course grades and/or GPA earned during any term may result in a student being placed on nursing academic probation for the following semester. One probationary period is equal to one full semester.

PROBATION CRITERIA

An admitted nursing student will be placed on nursing probationary status when one or more of the criteria occur within a semester/term:

- Criteria 1: C- or lower in one or two NUR course/s (considered course failure).
- Criteria 2: NUR GPA of less than 2.75.
- Criteria 3: CUM GPA of less than 2.75.

Two probationary periods are permitted during entire enrollment in Pre-Licensure Nursing.

DEFINITION OF ACADEMIC DISMISSAL

Academic dismissal is the removal of a student from enrollment in the Pre-Licensure Nursing Division due to one or more of the dismissal criteria below. Academic dismissal means a student can no longer register for NUR clinical courses leading to a BSN degree.

DISMISSAL CRITERIA

A student will be dismissed from Pre-Licensure nursing if one or more of the following criteria occur:

- Criteria 1: Failure (C- or lower) of three NUR courses (in one or more semesters/terms).
- Criteria 2: Failure (C- or lower) of the same NUR course twice.
- Criteria 3: Failure to meet the requirements to be removed from probation by the end of the second probationary period.

READMISSION

After dismissal, a student may be eligible to apply for readmission to the Pre-Licensure Nursing Division after ALL of the following criteria have been met:

- Criteria 1: Three years have passed since dismissal
- Criteria 2: All sciences completed within 5 years of readmission or work in a field utilizing the sciences
- Criteria 3: Completion of twelve credit hours from an accredited college/university with a GPA of 2.75 prior to readmission
- Criteria 4: Interview with the appropriate School of Nursing and Health Sciences leader
- Criteria 5: May be required to audit or repeat courses according to IWU's Repeating Course Policy
- Criteria 6: All other Pre-Licensure admission requirements

REQUIREMENTS DURING PROBATION

A student on probationary status due to Probation Criteria 1 (C- or lower in one or two NUR course/s) must do the following:

FIRST PROBATION

- Register for the EQUIP (NUR 211) course, unless previously completed.
- Register for the NUR course/s for which the student has obtained a C- or lower.
- Meet with an advisor within the first two weeks of the semester and at midterm
 - Complete or follow up on the Plan for Academic Student Success (PASS).
- Meet regularly with the Nursing Educational Resource Specialist (NERS).
- Attain a passing grade in the repeated NUR course.
- Complete 2 credit hours of Professional Transitions (NUR 476) during the last year of study prior to graduation.

SECOND PROBATION

- Meet regularly with an assigned faculty mentor.
- Attain a passing grade in the repeated NUR course.

A student on probationary status due to Probation Criteria 2 (NUR GPA of less than 2.75) must do the following:

FIRST PROBATION

- Register for the EQUIP (NUR 211) course, unless previously completed
- Continue in NUR courses
- Meet with an advisor within the first two weeks of the semester and at midterm.
 - Complete or follow up on the Plan for Academic Student Success (PASS).
- Meet regularly with the Nursing Educational Resource Specialist (NERS).
- Raise NUR GPA to at least 2.75 by the end of the probationary semester.
- Complete 2 credit hours of Professional Transitions (NUR 476) during the last year of study prior to graduation.

SECOND PROBATION

- Meet regularly with an assigned faculty mentor.
- Must raise NUR GPA to 2.75 or above by the end of the probationary semester.

A student on probationary status due to Probation Criteria 3 (CUM GPA of less than 2.75) must do the following:

FIRST PROBATION

- Register for the EQUIP (NUR 211) course, unless previously completed
- Continue in NUR courses, as desired.
- Meet with an advisor within the first two weeks of the semester and at midterm.
 - Complete or follow up on the Plan for Academic Student Success (PASS).
- Meet regularly with the Nursing Educational Resource Specialist (NERS).
- Raise CUM GPA to at least 2.75 by the end of the probationary semester.
- Complete 2 credit hours of Professional Transitions (NUR 476) during the last year of study prior to graduation.

SECOND PROBATION

- Meet regularly with an assigned faculty mentor.
- Must raise CUM GPA to 2.75 or above by the end of the probationary semester.

REMOVAL OF PROBATIONARY STATUS

A student will be removed from probationary status for the next semester/term after all requirements are met as stated above and all other minimum academic requirements are maintained.

Nursing Student Drug Screening Policy

Purpose: To provide a safe working environment, area hospitals and other institutions are requiring individuals who provide care to patients to undergo drug testing. For this reason, students in the Pre-Licensure Nursing Division will undergo similar testing to meet the criteria of clinical agencies. All students in the Pre-Licensure Nursing programs will undergo drug testing as a condition of admission into the program.

Policy: Indiana Wesleyan University Pre-Licensure Nursing Division enforces a zero tolerance for impairment due to alcohol and/or drug use while on campus or in clinical affiliation experiences. Infringement of this policy will cancel the offer of admission, and for those admitted to the nursing programs, be subject to disciplinary action up to and including academic dismissal.

1. Prior to Clinical, a drug screen test is required with the result indicating no evidence of drug use or results consistent with a valid prescription. A drug screening result indicating dilution of the sample will require a repeat drug test.
2. The student is responsible for the cost of the drug screening which is part of the background check conducted for admission and the screening must be completed within 30 days prior to starting clinical.
3. Students may be permitted to take legally prescribed and/or over-the-counter medications consistent with appropriate medical treatment plans while on duty. However, when such prescribed or over-the-counter medications affect clinical judgement, the student's safety or the safety of others, the student will be removed from clinical. The program Chair will be consulted to determine if the student is capable of continuing to participate in academic and clinical programs. The Student Life Council may be consulted.
4. If at any time faculty or an administrator suspect a student is impaired due to drug or alcohol use, the student will be required to undergo immediate testing for drug and alcohol use at the student's expense. While in clinical, the student will be removed from the area and required to undergo immediate testing for drug and alcohol use at the student's expense. Impaired students will not be permitted to drive and must bear the cost of transportation. The student will be suspended from all clinical activities until the investigation into the situation is complete.
5. In the event of medication administration/handling discrepancy (i.e., in the case of the improper documentation of narcotics) or in the event of a medical error, accident or injury, testing will be conducted according to the policy of the clinical agency.
6. Referrals for evaluation and counseling for drug and/or alcohol use will be a part of a plan for a student with a positive screening or incident related to drug or alcohol use.
7. In the event of a positive drug screening of a student currently enrolled in the nursing program, the student will be dismissed from the program. **Duty to Report:** If the student is a licensed/registered health professional, a report will be made to the Attorney General and Indiana Professional Licensing Agency (or in the state(s) in which the applicant holds a license

Random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program.

Nursing - B.S.N.

The minimum requirements for the Bachelor of Science in Nursing are 124 credit hours. The required nursing courses include the following.

Nursing - B.S.N. – Program of Study

Required Courses (62 hours)

NUR-145	Foundations of Nursing	3
NUR-213	Pathophysiology I	2
NUR-221	Principles of Intervention	1
NUR-232	Advanced Principles of Intervention	1
NUR-242	Nutrition	2
NUR-246	Care of the Ill Adult I	4

NUR-249	Care of the Well Adult	4
NUR-250	Pharmacology	2
NUR-260	Physical Assessment	3
NUR-260L	Physical Assessment Lab	0
NUR-300	Transcultural Nursing	2
NUR-313	Pathophysiology II	2
NUR-336	Nursing Research and Evidence-Based Practice	3
NUR-349	Care of the Ill Adult II	5
NUR-353	Care of the Childbearing Family	3
NUR-355	Pharmacology II	2
NUR-357	Nursing Care of Children	3
NUR-400L	Transcultural Nursing-Practicum	1
NUR-449	Critical Care Nursing	5
NUR-470	Community and Population Health	4
NUR-471	Mental Health Nursing	4
NUR-473	Nursing Leadership	5
NUR-485	Senior Seminar	1

NUR 485 must be taken during final semester.

NUR 221, NUR 232 must be taken in sequence.

NUR 250, NUR 355 must be taken in sequence.

NUR 213, NUR 313 must be taken in sequence.

NUR 470--4 credit offering required for 2021 catalog and beyond.

Required Gen Eds/Supporting Courses (47 hours)

BIO-111	Anatomy and Physiology I	4
BIO-112	Anatomy and Physiology II	4
BIO-113	Introductory Microbiology	4
CHE-120	Introduction to Organic and Biological Chemistry	4
	MAT-107 or higher, MAT-113 preferred	3
PSY-150	General Psychology	3
PSY-250	Developmental Psychology	3
ENG-120	Research Writing	3
COM-100	Principles of Communication	3
THE-101	Theology of Christian Life	3
BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
ENG-180	Humanities World Literature	3
HST-180	Humanities World Civilization	3
PHE	Activity Elective	1

Electives (15 hours)

Students must take at least 7 credit hours from 3 different subject codes. Students may take any courses for the remaining credit hours needed.

A student pursuing an additional major, minor, or certificate may utilize those courses to complete this elective section as overlap policies are not meant to apply to this section for students pursuing more than one major.

Transition to Nursing - B.S.N.

If you currently hold a bachelor's degree in another field from any accredited institution of higher learning and are interested in becoming a nurse, this is the program for you. Transition to Nursing offers you the opportunity to become a nurse in 14 months. This full time program requires 63 credit hours of nursing coursework and leads to a BSN degree in nursing. The coursework is designed to provide a sound foundation in nursing skills and dispositions, and includes leadership and nursing research in the clinical setting. Following successful completion of the curriculum, students are eligible to take the National Council Licensure Examination for Registered Nurses (NCLEX-RN) in Indiana or other states subject to that state's guidelines and regulations. This program also provides the foundation for the pursuit of graduate education.

The Transition to Nursing program takes advantage of your academic track record and builds upon your past experiences. It provides a realistic transition to the nursing profession in an expedited manner. Due to the rigorous nature of the program, students are strongly encouraged not to have outside employment during the program.

For students accepted into the Transition to Nursing (TTN) program, previously completed college courses (C or higher from regionally accredited colleges/universities) in Nutrition, Pharmacology, Pathophysiology, and/or Research will be evaluated for IWU course equivalency as long as they are no more than five years old from the time of starting the TTN program. If the time limit criterion is met, course syllabi and course calendar from the transfer institution will be evaluated for IWU courses equivalency.

Fees

There is a one-time assessment testing fees and program fee. Clinical and lab fees will be assessed every semester.

Prerequisites

1. Previous baccalaureate degree with GPA of 2.75 or above.
2. Anatomy and Physiology I.
3. Anatomy and Physiology II.
4. Microbiology.
5. Chemistry.
6. CPR Certification.
7. Health clearance.
8. Certified criminal background check.
9. University math requirement met - MAT-107 or higher (prefer MAT113).
10. Test of Essential Academic Skills with a score of 65% or higher.

Transition to Nursing - B.S.N. – Program of Study

Requirements List (64 hours)

NUR-145	Foundations of Nursing	3
NUR-213	Pathophysiology I	2
NUR-221	Principles of Intervention	1
NUR-232	Advanced Principles of Intervention	1
NUR-242	Nutrition	2
NUR-246	Care of the Ill Adult I	4
NUR-249	Care of the Well Adult	4
NUR-250	Pharmacology	2
NUR-260	Physical Assessment	3
NUR-260L	Physical Assessment Lab	0
NUR-300	Transcultural Nursing	2
NUR-313	Pathophysiology II	2
NUR-336	Nursing Research and Evidence-Based Practice	3
NUR-349	Care of the Ill Adult II	5
NUR-353	Care of the Childbearing Family	3
NUR-355	Pharmacology II	2

NUR-357	Nursing Care of Children	3
NUR-400L	Transcultural Nursing-Practicum	1
NUR-449	Critical Care Nursing	5
NUR-470	Community and Population Health	4
NUR-471	Mental Health Nursing	4
NUR-473	Nursing Leadership	5
NUR-485	Senior Seminar	1
NUR-450	Nursing From a Christian Worldview	2

Certificate - Human Trafficking Studies

The Certificate in Human Trafficking Studies will provide the learner with a foundational knowledge of human trafficking principles, policies and approaches. This groundwork is applicable to all disciplines. The knowledge gained will enhance the learner's ability to engage in the anti-human trafficking arena in their respective disciplines and broaden individual knowledge base.

Upon completion of this certificate program, students should be able to:

- Evaluate the multiple components of human trafficking.
- Effectively engage with other professions involved in anti-trafficking efforts.
- Integrate principles of scholarship, leadership, and service to the arena of human trafficking.
- Evaluate self as a change agent in the human trafficking arena.
- Explore the realities of human trafficking.

ADMISSION REQUIREMENTS

- Original college or university transcripts of 60 or more credit hours.

COMPLETION REQUIREMENTS

- Minimum grade of "C" for all courses.

Human Trafficking Studies Certificate - Program of Study

Choose one of the following

IPE-421	Trauma Informed Approaches	3
NUR-421	Trauma Informed Approaches	3

Certificate Courses - Requirements 12 credits

Choose one of the following

NUR-318	Beyond Suffering	3
IPE-321	Hope, Suffering, and Human Trafficking	3
NUR-321	Hope, Suffering, and Human Trafficking	3
REL-312	Hope and Suffering	3

Choose one of the following

IPE-422	Ethics and Advocacy in Human Trafficking	3
NUR-422	Ethics and Advocacy in Human Trafficking	3

Choose one of the following

CDV-320	Issues in Human Trafficking	3
IPE-322	Universal Trafficking in Persons	3
NUR-322	Universal Trafficking in Persons	3

Doctoral Programs

The School of Nursing and Health Sciences has two doctoral level programs:

Occupational Therapy Doctorate (p. 173)

Doctorate of Physical Therapy (p. 177)

Within the College of Arts and Sciences, doctoral programs comply with CAS policies unless otherwise stated here or in their doctoral handbooks. Please note that doctoral students are expected to abide by Community Standards and University Policies when they are on campus, in IWU housing, in the presence of IWU undergraduate students, or while attending IWU-sponsored events.

Academic Calendar

CAS Doctoral programs abide by the academic terms of the residential campus, but may have unique calendars to account for the doctoral curriculum and participation in national professional organizations. Calendars are posted in advance and available to students on the student portal page and information provided from each program.

Academic Catalog

Students who maintain continuous enrollment, who make standard progress toward a degree, and who earn their degree within the time frame established by their designated program must meet the graduation requirements as stated in the catalog under which they enrolled. Students who withdraw from Indiana Wesleyan University for more than one or more terms, may be required to re-enroll under the catalog of the graduation requirements stated in the catalog under which they resume enrollment.

Academic Standing

Students enrolled in CAS doctoral programs are regarded as members of the academic community of Indiana Wesleyan University and are responsible for fulfilling all requirements within the standards of conduct as required by doctoral residential students and their program handbook. Continued enrollment in the program is at all times subject to review of the student's academic record and of the student's actions with regard to observance of university policies and regulations. Policies and regulations can be found in the student handbook of the student's respective program and/or IWU Catalog.

Admission

Indiana Wesleyan University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the university's purposes. Admission is based on the careful review of all credentials presented by an applicant, but in no case is admission denied due to race, color, national origin, disability, religion, or gender. Applications for CAS Doctoral programs are managed by the Centralized Application System for each program.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions. Prospective students with disabilities are not required to identify themselves to Admissions or Disability Services. However, those interested in receiving academic accommodations are encouraged to connect with Disability Services at 765-677-2257 or ADARquest@indwes.edu as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

Students are admitted in one of the following categories:

- Admitted - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
- Provisional Admission – Students who are missing an admission requirement may be accepted on a temporary basis pending final documentation. Final documentation must be submitted prior to student matriculation and/or the date indicated in admission materials.

International/Non-English Speaking Students

Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:

- Test of English as a Foreign Language (TOEFL). A score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
- International English Language Testing System (IELTS). For graduate students a score of at least 6.5 is required; for

doctoral students a score of at least 7.0 is required for regular academic admission.

Program Progression

CAS Doctoral students are required to earn a specified GPA to qualify for graduation. Refer to each program's catalog section and program handbook for specific details concerning academic probation, suspension, and dismissal policies.

Registration

Registration occurs at the beginning of the student's program and before the start of each term of study. Students will be continuously registered in classes for each subsequent term unless the student submits notice of their withdrawal from the program. Students' enrollment in courses will also be dropped or withdrawn and inactivated if they do not maintain their academic standing in the program or dismissed from the institution. Students are responsible to notify Registration & Academic Services (RAS) if they do not want to be registered for future terms, otherwise, they are responsible for all potential incurred costs and may fail their registered courses.

A student may also be dropped or withdrawn from courses if they fail to make arrangements for the payment of tuition for registered courses. Students may be dropped or withdrawn due to non-attendance.

Students will be continuously enrolled with their program cohort. Students who deviate from the course of plan, need to contact their program director and RAS to determine their plan of study moving forward.

The last day for CAS Doctoral students to drop a course from their transcript is the first day of each term, after that date, students will be withdrawn and receive a "W" on their transcript.

Attendance Policies

Students enrolled in CAS doctoral programs are expected to attend all sessions of classes for which they are registered. Absences may be excused through written documentation for absence related to a documented diagnosis, illness requiring hospitalization, death of a first-degree relative, or other emergencies. Written documentation must be provided to the course instructor prior to planned absences and as soon as possible after an unexpected absence.

A pattern of unexcused absences is considered unprofessional and will be addressed early. A plan of action will be created after two unexcused absences. If the pattern continues, unexcused absences could result in course failure and/or dismissal from the program. The student is responsible directly to the instructor for all classes missed and to see that all work is made up. A student failing to attend classes and not withdrawing officially will receive a grade of "F."

Students may be administratively withdrawn from any registered class that is not attended by the last day to drop a class in any term.

Incomplete Grades

Students are to complete the course requirements by the last class session. However, extenuating circumstances may prevent the student from completing the course requirements in a timely manner. In these rare situations, to prevent grade penalization, a student may request an incomplete grade ("I") if he/she has met the course attendance requirements and completes the following process:

- Via email communication, the student must request an "I" from the instructor.
- The instructor must obtain approval from the appropriate Program Director

The due date of the incomplete grade is selected by the instructor/Program Director, but cannot be later than the end of the next term. Refer to the incomplete policy and each program's handbook for additional details. A student who received an "I" has until the date decided on by the instructor/Program Director up to the beginning of the next term to complete the work and receive a grade.

Graduation

Graduation Ceremonies - IWU graduation ceremonies (Commencement) are held two times a year. Degrees are conferred and posted to the student's transcript on these dates. Four additional conferral dates are available in between the graduation ceremonies in which degrees may be conferred and posted to the student's transcript should all requirements be completed.

Each student must complete an "Application for Graduation" to the Registration & Academic Services one year before their intended date of graduation. They are responsible to work with their Faculty Advisor to ensure that is submitted. This application indicates the student's intent to graduate and initiates the final evaluation of the student's academic record.

Students are also asked to inform the University as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at future graduation for that degree is not an option.

Graduation Requirements - Doctoral students must have all requirements complete to participate in a graduation ceremony. IWU-Marion doctoral students with outstanding assignments, clinical rotation days, course ""incomplete"", or any other outstanding requirements are not eligible for participation in graduation ceremonies.

Diplomas - Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned and date of degree. A student's financial account must be settled to receive a diploma.

Late Policy

Policies for tardiness, patterns of tardiness and late work submission can be found in course syllabi.

Grade Appeal

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his or her published grading policy. Refer to program handbooks for policies and procedures.

Transfer Credit Policy

The doctoral programs at IWU-Marion do not accept credits transferred into the programs. Displaced students may petition for special consideration and will be considered on a case-by-case basis.

Withdrawal/Change in Status

If a student officially withdraws after a course has started, a grade of "W" will be assigned. An "F" will be assigned to a student who stops attending but does not officially withdraw. Students who never attend a class and do not withdraw will be administratively withdrawn from the course and from all subsequent courses. Students must then go through the normal readmittance process to return to class.

Undergraduate and Graduate Crossover Policy

The design of the doctoral residential programs is that all courses are required to be taken with in the designated program according to the order and progression of the stated program.

Occupational Therapy Doctorate

The entry-level Doctor of Occupational Therapy Degree (OTD) is a comprehensive 105 credit-hour program designed to prepare graduates with the requisite knowledge and skills for practice as professional occupational therapists. The program is designed for students who have successfully earned a baccalaureate degree (or higher) in any field of study, and have also completed the required eight prerequisite courses necessary to prepare them for the OTD program's curricular content. The conscious inclusion of interprofessional learning experiences in the curriculum is a direct response to both ACOTE accreditation recommendations and the movement within health professions education to better prepare healthcare practitioners for teamwork and successful collaboration in their eventual employment settings.

The OTD program utilizes the Person-Environment-Occupation-Performance (PEOP) framework as a primary guiding model, while also incorporating concepts and language from the Occupational Therapy Practice Framework (OTPF). The PEOP model was selected for several reasons. First, the model is attractive for its focus on "occupation" as the core construct of the occupational therapy profession. The centrality of occupation in the model naturally leads to interventions based upon purposeful engagement in occupations that are necessary and meaningful to the client. Another feature of the PEOP model which makes it attractive to our program is the importance placed on client-centered care, including the definition of "client,"

which encompasses individuals, organizations, and communities. The focus of the model on occupational performance and participation helps students to see the link between the curricular design and the OTPF, which also stresses occupational performance and participation. Another important construct of the PEOP model which fits well into the curricular design at IWU is the emphasis on interprofessional teamwork in healthcare. And finally, the PEOP is appealing to Indiana Wesleyan University and our OTD program as it validates the importance of spirituality in the everyday lives of occupational therapy clients.

Vision and Mission

The vision of the Indiana Wesleyan University Occupational Therapy Program is to glorify God by changing the world of healthcare through the preparation of students who fully embrace the art and science of the occupational therapy, thus enabling graduates to provide compassionate, creative, ethical, and evidence-based services in an increasingly diverse and technologically advanced world.

The mission of the Occupational Therapy Program is to educate practitioners who will collaborate professionally to promote client-centered, occupation-based practice and provide servant leadership within their communities. We value an active learning environment that fosters the holistic personal and professional development of students, faculty, and community members.

Accreditation

The occupational therapy doctoral (OTD) program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929. ACOTE's telephone number c/o AOTA is (301) 652-6611 and its Web address is www.acoteonline.org. The OTD program's graduates are eligible to sit for the national certification examination for the occupational therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Registered Occupational Therapist (OTR). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

OTD Program Learning Outcomes

The learning outcomes of the proposed program mirror outcomes developed by the Accreditation Council for Occupational Therapy Education (ACOTE), and the desired outcomes of Indiana Wesleyan University (IWU) graduate education. Upon completion of the OTD program, graduates are expected to demonstrate competence in the following areas:

- **Servant Leadership/Advocacy:** Graduates of the OTD program will advocate, on behalf of consumers and the profession, as servant leaders who are actively involved in professional and community organizations.
- **Moral Character:** Graduates of the OTD program will promote occupational justice as people of moral character who apply Christ-like attitudes and ethical values.
- **Scholarship/Research:** Graduates of the OTD program will increase the body of knowledge in occupational therapy through scholarship and research in preparation for practice and life-long learning.
- **Global Perspective:** Graduates of the OTD program will address global and diverse occupational needs from a global perspective.
- **Evidence-Based Practice:** Graduates of the OTD program will apply occupational therapy scientific knowledge to create evidence-based intervention programs and/or protocols that are culturally responsive and client-centered.
- **Occupational Therapy Theory:** Graduates of the OTD program will apply theoretical models and practice frameworks when developing systems for the delivery of occupational therapy services.
- **Residency Project:** Graduates of the OTD program will demonstrate advanced practice competency in a chosen residency area.

*To have a Christ-like character is to possess the "fruit of the Spirit" as enumerated in Galatians 5:22 and 23. The Fruit of the Spirit is love, which includes the qualities of "joy, peace, patience, kindness, goodness, faithfulness, gentleness and self-control." We strive to embody all of these qualities in our lives, thereby treating others as Christ would treat them. Jesus Christ was humble (John 13:1-5) and compassionate in His service to those He came into contact with (Ephesians 4:32). He also

taught His followers to be forgiving to those who have wronged them (Colossians 3:13). Being Christ-like involves following Christ's example of reaching out in love and serving others.

Admission Requirements

The requirements for admission to the program include:

- A baccalaureate or graduate degree from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Degree may be pending completion at the time of application.
- Baccalaureate overall GPA of 3.0 or better preferred.
- GPA of 3.0 or better in prerequisite courses (listed below).
- Completed documentation of volunteer/paid experience showing at least 10 hours of volunteer, work, or shadowing experience under an OTR.
- A competitive Graduate Record Exam (GRE) taken within the last five years, including the analytical writing component. Preferred candidates will score 145 or higher on both verbal and quantitative sections of the GRE, and a 4 or higher on analytical writing. (waived for applicants with graduate degrees)
- Interview (arranged by invitation when all other application materials have been received and reviewed).
- The following prerequisite courses or the equivalent must be completed with a grade of "B" or better. Unless specified, the courses below should have at least 3 credits to be considered as a prerequisite course. Students may complete up to two prerequisites in the summer session after acceptance into the program but before beginning the graduate level of study:
 - Human Anatomy & Physiology I (with lab)
 - Human Anatomy & Physiology II (with lab)
 - Abnormal Psychology or Psychopathology
 - Any lifespan human development course (covering the entire lifespan, birth through aging)
 - General/Introduction to Psychology (AP/Testing credit is ALLOWED)
 - Any statistics course (math or psychology)
 - Any sociology or anthropology course with a multicultural theme
 - Any medical terminology course (1-3 credits accepted)

Progression Requirements

Faculty Advisors will review students' progression in the OTD program at the end of each term. A student is progressed to the next term of the OTD program upon earning a minimum grade of "B-" or "CR" (pass) in all courses taken within a term while maintaining a cumulative GPA of 3.25 or higher. All courses in the OTD program must be taken in order.

Program Suspension due to Academic Progression

Students who earn a C+ or lower or "NC" (Fail) in any course may petition to retake the course to continue program progression. Due to the cohort design of the program, repeating a course requires a student to withdraw from the program and petition for enrollment into the next cohort of students. Prior academic performance, professional behavior, and demonstration of plan of action may all be considered during petition determinations. Students who repeat courses will progress through the OTD program in succession from the point of repeated course. A petition denial will result in program dismissal.

Students who earn a C+ or lower or "NC/Fail" in two courses (including the same course, repeated) will not be eligible to continue in the program and will be permanently dismissed from the program. The Department of Occupational Therapy has the right to remove students from the program if professional behavior and/or academic standards are not upheld.

Academic Probation and Dismissal

If a student falls below the required 3.25 at any time in the program the student will be placed on Academic Probation until the 3.25 is reached. If it is determined that there are not enough courses remaining in the program progression to reach 3.25 before

entering Level II fieldwork courses, the student will be dismissed at the time of the discovery. Falling below a 3.0 GPA will result in dismissal from the program.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

- All credits required in the course of study with a minimum cumulative GPA of 3.25.
- Minimum grade of "B-" or higher in each course
- The successful completion of all Fieldwork assignments to include site assessment documentation.
- Payment of all program tuition and fees is required to receive a diploma.
- All required coursework for the OTD Program must be completed at Indiana Wesleyan University. Indiana Wesleyan University does not accept nor transfer credits from any other institution in substitution for any course, fieldwork component, or residency component of the OTD Program.

OTD - Occupational Therapy Doctorate

OTD - Program of Study

Core Courses

OTD-700	Theory, History, and Foundations of Occupational Therapy	3
OTD-705	Occupational Development and Assessment I	3
OTD-722	Health Sciences Research I	2
OTD-718	Clinical Anatomy	3
OTD-720	Human Motion	3
OTD-771	Leadership in Healthcare	3
OTD-730	Neuroscience	3
OTD-725	Musculoskeletal and Cardiopulmonary Intervention	4
OTD-738	Introduction to Pharmacology and Diagnostic Imaging	2
OTD-723	Health Sciences Research II	2
OTD-715	Biostatistics	3
OTD-820	Philosophy of Health and Wellness	2
OTD-760	Occupational Therapy and Community Practice	2
OTD-770	Culture and Spirituality in Healthcare	2
OTD-735	Behavioral Health and Group Process	3
OTD-765	Pediatric and School-Based Occupational Performance	4
OTD-763	Interprofessional Colloquium	1
OTD-743	Culminating Project Planning Seminar I	1
OTD-768	Research Project I	1
OTD-749	Level I Fieldwork and Seminar I	1
OTD-785	Neurorehabilitation	4
OTD-795	Cognition and Perception	2
OTD-780	Educational and Instructional Strategies	3
OTD-769	Research Project II	1
OTD-706	Occupational Development and Assessment II	3
OTD-753	Culminating Project Planning	1

	Seminar II	
OTD-750	Level I Fieldwork and Seminar II	1
OTD-762	Ethics in Healthcare	3
OTD-790	Global Health Initiative	3
OTD-751	Level I Fieldwork and Seminar III	1
OTD-745	Health Systems	4
	Administration/Management	
OTD-775	Occupational Patterns in Aging	3
OTD-778	Enabling Meaningful Occupation	3
OTD-741	Therapeutic Modalities	2
OTD-800	Level II Fieldwork I	7
OTD-801	Level II Fieldwork II	7
OTD-802	Residency/Experiential Component	9
OTD-830	Culminating Project Seminar	1

Doctor of Physical Therapy

The Department of Physical Therapy is dedicated to the development of an autonomous practitioner, motivated through faith, who can effect change in healthy outcomes for the individual, and the local, regional, national, and global community through service, leadership, advocacy, and exemplary, evidence-based clinical practice.

As an integral part of the healthcare team in a variety of settings, physical therapists are instrumental in assessing and treating conditions that impede movement as desired and necessary for a fulfilling life. Physical therapists facilitate recovery and the development of functional movement as well as advocate for and educate on prevention and wellness measures for healthy living.

The process of becoming a physical therapist through Indiana Wesleyan University's Doctor of Physical Therapy (DPT) program is life transforming. The program's faculty and staff are dedicated to student success through their commitment of time, energy, talent, expertise, and resources necessary for student spiritual, emotional, and professional growth to graduate from the rigorous academic program. The use of early and frequent patient experiences and active learning serves to facilitate lasting learning that provides building blocks for exemplary clinical practice. Faculty advisor/mentor "families", composed of a faculty member and students from each of the three cohorts, foster a supportive community providing spiritual, emotional, and professional guidance and accountability throughout a student's time in the program. An international interprofessional trip will facilitate a global community perspective. The program's curriculum, activities, and clinical experiences are strategically designed to facilitate student development into a meaningful life calling as a Doctor of Physical Therapy.

Vision and Mission

The vision of the Doctor of Physical Therapy program will provide transformational experiences to foster spiritual, emotional, and professional growth in our students to empower them to be effective leaders who influence health disparities and the future of health care and physical therapy through selfless advocacy and optimal physical therapy outcomes.

The mission of the Doctor of Physical Therapy program at Indiana Wesleyan University (IWU) will be a leader in developing graduates who are equipped to deliver exemplary clinical practice and research to advance the profession of physical therapy while serving their local, national, and global community to improve health and glorify Christ.

DPT Program Learning Outcomes

Student Curricular Goals and Performance Indicators (PI) have been determined through a coordinated, Christ-centered lens that encompasses the mission and vision of the University, the School of Health Sciences, the Department of Physical Therapy and the ethical principles delineated by the American Physical Therapy Association (APTA). Therefore, upon completion of the DPT program, the graduate will demonstrate proficiency in the following areas:

- **Servant Leadership/Advocacy:** Graduates of the DPT program will be adept at advocating for their patients' needs and the profession's behalf through servant leadership within their community, the profession and the interprofessional healthcare team.

- **Integrity and Moral Character:** Graduates of the DPT program will reflect a Christ-likeness in their relationships with patients, families, colleagues, students, research participants, other healthcare providers, and the public with pervasive veracity of moral character.
- **Trustworthy, Compassionate, and Respectful Care:** Graduates of the DPT program will provide holistic care to patients and others that incorporate cultural, spiritual, and individual differences with effective and sensitive verbal, non-verbal, and written communication skills.
- **Evidence-Based Innovative Practice with Sound, Reflective Professional Judgments:** Graduates of the DPT program will provide exemplary clinical practice based on responsible, life-long assimilation of professional standards and evidence, expertise, patient values, and resources. Graduates will work collaboratively within an interprofessional team for optimal patient outcomes and health.
- **Scholarship and Research:** Graduates of the DPT program will advance the body of knowledge for best clinical practice through collaborative research and critical analysis of current evidence.
- **Global Perspective:** Graduates of the DPT program will embrace global initiatives that address healthcare needs of worldwide communities, and advocate and serve on their behalf.
- **Responsible Practice Management:** Graduates of the DPT program will execute their professional duty, while being fiscally responsible stewards to benefit patients and society.

Admission Requirements

The Doctor of Physical Therapy Program is a Selective Admissions Program, which means not every student in the applicant pool may be accepted. Admission to the Doctor of Physical Therapy Program is competitive and enrollment in the program is limited because of available faculty, space, financial, and clinical resources. Requirements for admission to the program include:

- A baccalaureate degree from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum GPA of 3.0 on a 4.0 scale documented with official transcripts. The degree need not be completed at time of application but must be completed prior to program matriculation.
- Completion of the following prerequisite coursework from an accredited institution with a grade of “C” or better, prior to the start of DPT coursework.
 - Sciences – GPA must be ≥ 3.0 on a 4.0 scale. Courses may not be > five years old. No more than two outstanding science courses to be considered for the application process. Only completed and transcribed courses will be considered.
 - 2 semesters of physics with labs
 - 2 semesters of chemistry with labs
 - 1 semester of biology with lab
 - Humanities and Social Sciences - one course in each of the following areas:
 - Psychology
 - Sociology
 - Statistics
- Completion of at least 60 verifiable clinical observation hours completed with a licensed physical therapist. At least 20 hours each are required to be in an in-patient setting and in an outpatient setting.
- Two Letters of Recommendation from (non-family member):
 - A professor who is qualified to assess your academic performance.
 - A licensed physical therapist.
- On-site interview.

IWU Undergraduate Student Admission Criteria and Process:

- Must have completed at least 50% of their credit hours at IWU with baccalaureate degree conferred by IWU.
- IWU course work must be completed within two years of application deadline.
- In addition, if all general admission criteria are met, IWU applicants will receive an automatic invitation to the interview process and will not be ranked to determine interview eligibility.
- The DPT program has an articulation agreement with Taylor University in Upland, Indiana, such that students awarded a Taylor baccalaureate degree who have completed at least 50% of their credit hours at Taylor within the last two years will also receive an automatic invitation to interview without ranking.

Progression Requirements

Program Matriculation Requirements

Prior to matriculation in the program, newly accepted students must fulfill the following requirements at their own cost:

- Acceptance of the Essential Functions document indicating his/her capacity to perform the duties of a physical therapist in the realms of abilities, skills, and behaviors.
- Completion of a designated non-credit bearing on-line Medical Terminology course.
- Criminal background check. (Some felony convictions may disqualify a person from completing the clinical education component.)
- Physical examination and Immunizations required for clinical experiences to have been completed within the past 12 months.
- Proof of Medical Insurance.

Program Requirements

The DPT program is a cohort-based, full-time, graduate program. Students in the DPT program must maintain a 3.0/4.0 overall GPA in their graduate/professional coursework and earn a minimum grade of “C+” or a credit in credit/no credit courses in all program courses in order to progress in the program. Students are required to fulfill the requirements of the catalog released in the summer they start the program.

Grading Scale

The following grading scale is used for all DPT courses that are not credit/no credit:

A	100-96
A-	95-90
B+	89-86
B	85-81
B-	80-78
C+	77-74
C	73-69
C-	68-66
D+	65-62
D	61-57
F	< 57

Unsuccessful Grade

Grades below a “C+” are considered “unsuccessful” and are listed only as a means of assessing the student’s relative level of understanding of course material.

Departmental Probation

Students with a term GPA < 3.0 will be placed on “Departmental Probation”, issued an Academic Warning Letter, and may be required to perform remediation activities as determined by the faculty to improve their GPA. A student who is in this category for more than one term may be subject to dismissal if it becomes mathematically impossible to achieve a 3.0 cumulative GPA prior to completion of didactic coursework. A 3.0 GPA is required to begin Terminal Clinical Experiences and for Graduation.

Criteria for Academic Dismissal

The student may be dismissed from the DPT program for any of the following:

- The student earns a cumulative GPA ≥ 3.0 and is not mathematically able to reach a GPA of 3.0 by completion of didactic coursework.
- The student earns less than a “C+” in a DPT course.
- The student is unsuccessful in two attempts at any lab practical.
- The student does not adhere to Professional Behaviors as outlined.
- The student can no longer meet Essential Functions as outlined with or without accommodations.

Appeal Process/ Application for Re-enrollment

It is the responsibility of the DPT faculty to exercise their professional judgment in determining a student’s competence to continue in the program. The student’s academic standing as well as his/her demonstration of professional behaviors is considered. Acceptable academic performance is only one indicator of a student’s ability to perform as a physical therapist. A student who achieves acceptable academic standing but does not demonstrate acceptable professional behavior may not be allowed to continue in the program, may not be allowed to begin clinical education experiences, and/or may be dismissed from the DPT program.

When a student is dismissed from the DPT program, he/she may not register for classes for the upcoming term until and unless his/her appeal is granted. If classes have already been pre-registered, they must be canceled. Additionally, dismissed students must meet with their faculty advisor for academic counseling and completion of appropriate forms. An exit interview with the DPT Chairperson and/or the academic advisor is required.

If a student has been dismissed from the program, he/she may petition the faculty for re-enrollment one (1) time. Faculty, at their discretion, may grant the appeal and determine appropriate remediation strategies. A student dismissed and reinstated once cannot appeal a subsequent dismissal that may be triggered by the above criteria. The steps of the appeal are as follows:

- After receiving notification of dismissal, the student is required to schedule a meeting with his/her academic advisor to discuss whether he/she wish to apply for re-enrollment. If the student wishes to apply for re-enrollment, the advisor will review the criteria and requirements as outlined below.
- The student must write a formal letter to the faculty requesting re-enrollment, discussing the reasons or circumstances that led to dismissal as well as the steps that the student plans to take to improve his/her performance should he/she be re-enrolled.
 - The student must present the letter verbally to faculty during a scheduled faculty meeting and answer questions directed by faculty.

- DPT faculty members will be given a copy of the student's letter and will confidentially discuss whether the student will be re-enrolled after meeting with the student.
- Re-enrollment Policies
 - If a DPT student is granted re-enrolled as a result of a failing grade (< "C+"), the student will re-take the course the next time it is offered and must develop a remediation plan with their advisor and course instructor to insure academic success. The student cannot continue with their original cohort.
 - If a DPT student is re-enrolled as a result of deficient Professional Behaviors, the student must develop an action plan to improve his/her professional behaviors to an adequate level which may include meeting with counselors in Student Health Services. The student will have one (1) additional term to fulfill the requirements of the developed action plan.
- Once a decision is made, the student's academic advisor and/or the DPT Chairperson will inform the student in person or telephone and with an emailed official letter of the faculty decision.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

- All credits required in the course of study with a minimum cumulative GPA of 3.0.
- Minimum grade in each course of "C+" or higher or a "credit" in credit/no credit courses.
- Successful completion of all Clinical Education components to include site assessment documentation.
- Payment of all program tuition and fees is required to receive a diploma and certificate of graduation completion needed for licensure testing.
- All required coursework for the DPT Program must be completed at Indiana Wesleyan University. Indiana Wesleyan University does not accept nor transfer credits from any other institution in substitution for any course, or clinical component of the DPT Program.

DPT - Doctor of Physical Therapy

DPT - Program of Study

Core Courses

DPT-701	Movement Science I - Human Anatomy	6
DPT-702	Movement Science II - Human Physiology/ Pathophysiology	3
DPT-721	Therapeutic Skills I	3
DPT-741	Professional Development & Advocacy I	1
DPT-761	Integrated Clinical Experience (ICE) 1	1
DPT-703	Movement Science III - Human Applied Physiology	3
DPT-711	Research/Critical Inquiry I	2
DPT-722	Therapeutic Skills II	5
DPT-742	Professional Development & Advocacy II	1
DPT-762	Integrated Clinical Experience (ICE) 2	1
DPT-712	Research/Critical Inquiry II	2
DPT-704	Movement Science IV - Human Movement & Kinesiology	4
DPT-723	Therapeutic Skills III	6
DPT-731	Clinical Management I	2
DPT-743	Professional Development & Advocacy III	1

DPT-763	Integrated Clinical Experience (ICE) 3	1
DPT-751	Practice Management & Leadership 1 - Administration	2
DPT-713	Research/Critical Inquiry III	2
DPT-724	Therapeutic Skills IV	6
DPT-732	Clinical Management II	2
DPT-744	Professional Development & Advocacy IV	1
DPT-771	Early Clinical Experience (ECE)	4
DPT-705	Movement Science V - Neuroscience & Motor Control	4
DPT-714	Research/Critical Inquiry IV	2
DPT-725	Therapeutic Skills V	6
DPT-733	Clinical Management III	2
DPT-745	Professional Development & Advocacy V	1
DPT-764	Integrated Clinical Experience (ICE) 4	1
DPT-752	Practice Management & Leadership 2 - Interprofessional Global Experience	3
DPT-753	Practice Management & Leadership 3 - Leadership and Spirituality	2
DPT-726	Therapeutic Skills VI	6
DPT-734	Clinical Management IV	2
DPT-746	Professional Development & Advocacy VI	1
DPT-765	Integrated Clinical Experience (ICE) 5	1
DPT-747	Professional Development & Advocacy VII	1
DPT-727	Therapeutic Skills VII	6
DPT-735	Clinical Management V	2
DPT-895	Advanced Practice in Physical Therapy	1 to 3
DPT-866	Integrated Clinical Experience (ICE) 6	1
DPT-748	Professional Development & Advocacy VIII	1
DPT-881	Terminal Clinical Experience (TCE) 1	5
DPT-882	Terminal Clinical Experience (TCE) 2	6
DPT-849	Professional Development & Advocacy IX	1
DPT-883	Terminal Clinical Experience (TCE) 3	8

School of Professional Studies

The purpose of the School of Professional Studies is to nurture students' God-given calling to one of the disciplines represented by the divisions. This is accomplished through exploration and study of both theory and practice. The faculty are all committed Christians and highly qualified professionals in their areas of specialization, and they excel as scholars. Faculty often collaborate with students on projects and supervise students' field-related experiences. The School is comprised of the School

of Teacher Education (p. 183), the DeVoe Division of Business (p. 208), and Division of Social Sciences (p. 215). Students in this school have the opportunity to work in undergraduate majors and minors.

School of Teacher Education

Purpose

The School of Teacher Education (STE), in partnership with other departments in the University, offers professional education courses and programs designed to prepare students to become teachers of excellence for elementary and senior high/junior high/middle schools in both public and private school arenas. The faculty at Indiana Wesleyan University believes teacher education is a campus-wide responsibility. As a product of this cooperative perspective, the Teacher Education Program is a collaborative partnership between general education, subject matter, and professional education programs. The IWU Teacher Education Program is accredited by the Council for Accreditation of Educator Preparation (CAEP) and is a member of the American Association of Colleges for Teacher Education (AACTE).

Teacher Education Programs

Majors leading to teacher certification are available in three areas: elementary education, secondary education, and exceptional needs education. These majors include:

Elementary Education (K-6 Certification)

- Elementary Education (p. 185)
- Elementary Education/Exceptional Needs Education (p. 186)

Secondary Education (P-12 Certification)

- Music Education: Choral (p. 195)
- Music Education: Instrumental (p. 195)
- Music Education: Choral, General, and Instrumental (p. 195)
- Spanish Education (p. 201)
- TESOL Education (p. 203)
- Theatre Education (p. 204)
- Visual Arts Education (p. 205)

Secondary Education (5-12 Certification)

- Biology Education (p. 197)
- Chemistry Education (p. 197)
- English Education (p. 193)
- Mathematics Education (p. 194)
- Social Studies Education (p. 198)

Exceptional Needs Education

- Exceptional Needs: P-12 (p. 206)
- The Intense Interventions Certification course sequence may be added to either the EXN major or the ELE/EXN double major.

Teacher Education Program

The courses in the Teacher Education Program provide a social, philosophical, psychological and historical framework in which students can develop a personal philosophy of teaching. The Indiana Wesleyan University Teacher Education Program's knowledge base model, "Teacher as Decision Maker," emphasizes decision-making within five domains: (1) Learners; (2) Content and Curricular Design; (3) Instructional Practice; (4) Contextualized Decision-Making; and (5) Professional Identity.

Admission to the Teacher Education Program

Students are eligible to apply for admission to the Teacher Education Program at the completion of 29 semester hours, including the completion of one EDU/EDS course. Additional requirements:

1. Cumulative GPA of 2.75 and a 3.0 in each teaching major, including teacher education courses. All professional education courses completed with a grade of C- or less must be repeated
2. Formal application.
3. Dispositions, Attitudes and Proficiencies interview; reading and writing on demand assessments.

Admission to Student Teaching

The student teaching experience is a 16-week semester course in which students refine their skills gained throughout the Teacher Education Program. This capstone experience is composed of two eight-week placements or one 16-week placement in which students fully engage in teaching.

Cross-cultural Student Teaching Placements. With the approval of the Teacher Education Committee, students may opt for an eight-week experience in a local school and eight weeks in an overseas or cross-cultural placement. These student teaching placements are available, providing the pre-service teacher the opportunity for a more diverse global perspective on teaching.

Applications for student teaching must be submitted one year prior to the student teaching semester. To qualify for the student teaching semester, the student must be fully accepted into the Teacher Education Program, have attained senior status, and have completed all courses related to the candidate's teacher certification area.

Student teaching admission requirements:

1. Cumulative GPA of 2.75 and a 3.0 in each teaching major, including teacher education courses. (NOTE: College of Arts and Sciences GPA requirements apply at program completion and graduation.)
2. Formal application.
3. Candidate readiness as indicated on prior field observation forms.
4. Lesson plan.

Once the above qualifications are met, the candidates' names are submitted to the divisions for review. The application is then voted upon for approval.

Once admitted, the student must exhibit professional demeanor both in university courses and in clinical field placements, and remain a positive role model for both the University and the Teacher Education Program.

Petitions and Appeals

Information regarding student petitions and appeals is available in the University Catalog.

Teacher Certification

Content-knowledge tests are required for teacher certification in the state of Indiana.

Documents for Indiana Teacher Certification should be filed with the Office of Teacher Education. Necessary information on the certification process is available in the Teacher Certification Office.

Integration of Faith and Learning

The five domains of the Teacher as Decision Maker conceptual framework are integrated in the context of faith and learning as students discover the relationship between teaching and biblical principles.

The program integrates liberal arts education, content-specific coursework, and clinical field placements to provide the student with teaching situations that allow the theory presented within the University classroom to become applied knowledge within the world of the practitioner. All professors within the Teacher Education Program have had classroom experience and continue to work closely with current practicing teachers.

Field Placements

Field experiences for all education majors begin in the freshman year, with tutoring and mentoring activities in school-like settings. Sophomore-year experiences build on this foundation in area schools and classrooms. An observation and participation field experience is required of all elementary and secondary education majors in May of the freshman or sophomore year. (This experience is not a requirement of the TESOL major, the Exceptional Needs major, and the Elementary Education/Exceptional Needs double major.) Junior-year field experiences require students to teach and spend up to 180 clock hours in classrooms in area schools.

Elementary Education (K-6 Certification)

Elementary Education - B.S. with Minors and Concentrations

General Education (39-42 credits)

Required Courses

THE-101	Theology of Christian Life	3

Humanities Core (12 credits)

ENG-180	Humanities World Literature	3
HST-180	Humanities World Civilization	3
MUS-180	Humanities Fine Arts	3
PHL-180	Humanities Philosophy	3

Biblical Literature (6 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3

Advanced Writing or Literature

Advanced Writing or Literature met by EDU-365 Children's Literature.

Health and Wellness (2 credits)

PHE-101	Concepts of Health and Wellness	1
PHE	Activity Elective	1

Social Science and Psychology (9 credits)

PSY-150	General Psychology	3

Electives - No more than 1 from any area: ECO, HST, POL, or SOC

Science/Mathematics (7 credits)

	Lab Science	4
	Math/CIS elective	3

MAT/CIS (MAT 111 Preferred)

Competencies and Proficiencies (0-3 credits)

	Writing Competency (ENG-120)	0-3
	Speech Competency (EDU-290 + EDU-491)	0
	Intercultural Competency (EDU-290 + EDU-491)	0

Elementary Education Courses (64-70 credits)

EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDU-295	Elementary School Observation/Participation (k-6)	1
EDU-245	Foundations of Literacy	3
EDU-271	Foundations in Early Childhood	3
EDU-290	Elementary Education in a Pluralistic Society	3
PHE-260	Health, Physical Activity, and Human Movement	3
PSY-251	Child Development	3
PSY-276	Psychology of the Exceptional Learner	3

Gray Block

EDU-301	Management in the 21st Century Classroom	1
EDU-292	Fine Arts for Elementary Teacher	3
EDU-355	Social Studies Methods	3
EDU-365	Children's Literature	3
EDU-373	Elementary Field Experience - Gray	1 to 2
EDU-386	Assessment in Elementary Education	3
EDU-386P	Assessment in Elementary Education Practicum	0 to 1

Red Block

EDU-302	ELL in the 21st Century Classroom	1
EDU-306	Mathematics Methods and Materials	3
EDU-354	Literacy Methods	3
EDU-356	Science Methods	3
EDU-391	Elementary Field Experience - Red Clinical	1 to 2

Student-Teaching:

EDU-491	Supervised Student Teaching in Elementary School (K-6)	15
EDU-495	Student Teaching Seminar	1

Elementary majors may choose one of the following minors or concentrations to fulfill Indiana teacher certification requirements:

- Language Arts Minor for Elementary Education (p. 188)
- Mathematics Minor for Elementary Education (p. 189)
- Science Minor for Elementary Education (p. 189)
- Exceptional Needs Minor for Elementary Education (p. 188)
- Mathematics Concentration (p. 191)
- Science Concentration (p. 191)
- Social Studies Concentration (p. 192)
- Language Arts Concentration (p. 192)
- TESOL Concentration (p. 192)
- Spanish Concentration
- Music Concentration
- Art Concentration
- Psychology Concentration
- Sociology Concentration
- Honors College Concentration

Elementary Education/Exceptional Needs Double Major

General Education (39-42 credits)

Required Courses

THE-101	Theology of Christian Life	3

Humanities Core (12 credits)

ENG-180	Humanities World Literature	3
HST-180	Humanities World Civilization	3
MUS-180	Humanities Fine Arts	3
PHL-180	Humanities Philosophy	3

Biblical Literature (6 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3

Advanced Writing or Literature

Advanced Writing or Literature met by EDU-365 Children's Literature.

Health and Wellness (2 credits)

PHE-101	Concepts of Health and Wellness	1
PHE	Activity Elective	1

Social Science and Psychology (9 credits)

PSY-150	General Psychology	3

Electives - No more than 1 from any area: ECO, HST, POL, or SOC

Science/Mathematics (7 credits)

	Lab Science	4
	Math/CIS elective	3

MAT/CIS (MAT-111 Preferred)

Competencies and Proficiencies (0-3 credits)

	Writing Competency (ENG-120)	0-3
	Speech Competency (EDU-290 + EDU-491)	0
	Intercultural Competency (EDU-290 + EDU-491)	0

Elementary/Exceptional Needs Courses (77-80 credits)

Gray Block

EDU-301	Management in the 21st Century Classroom	1
EDU-292	Fine Arts for Elementary Teacher	3
EDU-355	Social Studies Methods	3
EDU-365	Children's Literature	3
EDU-373	Elementary Field Experience - Gray	1 to 2

Red Block

EDU-302	ELL in the 21st Century Classroom	1
EDU-306	Mathematics Methods and Materials	3
EDU-354	Literacy Methods	3
EDU-356	Science Methods	3
EDU-391	Elementary Field Experience - Red Clinical	1 to 2

EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDS-215	Teaching and Learning in Inclusive Settings	3
EDU-245	Foundations of Literacy	3
EDU-271	Foundations in Early Childhood	3
EDU-290	Elementary Education in a Pluralistic Society	3
PHE-260	Health, Physical Activity, and Human Movement	3
PSY-276	Psychology of the Exceptional Learner	3
EDS-350	Assessment in Special Education	3
EDS-361	Behavior Management in Special Education	3
EDS-370	Public Policy and Special Education	3
EDS-381	Methods for Teaching Children With Exceptional Needs	3
EDS-382	Methods for Teaching Adolescents With Exceptional Needs	3
EDS-385	Special Education Practicum I	1
EDS-386	Special Education Practicum II	1
Student Teaching		
EDU-491	Supervised Student Teaching in Elementary School (K-6)	15
EDU-495	Student Teaching Seminar	1

The Intense Intervention Certification course sequence may be added to the ELE/EXN double major.

Elementary Minors

Exceptional Needs Minor

Exceptional Needs Minor

Required Courses (20-21 credits)

EDS-215	Teaching and Learning in Inclusive Settings	3
EDS-350	Assessment in Special Education	3
EDS-361	Behavior Management in Special Education	3
EDS-370	Public Policy and Special Education	3
EDS-381	Methods for Teaching Children With Exceptional Needs	3
EDS-382	Methods for Teaching Adolescents With Exceptional Needs	3
EDS-385	Special Education Practicum I	1

Language Arts Minor for Elementary Education (21 credits)

Required Courses (18 credits)

EDU-265	Young Adult Literature	3
ENG-170	Introduction to Language	3
ENG-220	Approaches to Literary Analysis	3
ENG-241	Studies in English Grammar	3
ENG-306	American Literature I - Pre-Columbian to 1865	3
	or	
ENG-307	American Literature II - 1865 to Present	3
WRI-234	Advanced Writing	3
	or	
WRI-235	Creative Writing	3

Choose one additional course above ENG-200 or WRI-200 (3 credits)

Excluding ENG-201, ENG-352, ENG-399, ENG-455, ENG-481, English Capstone, WRI-356, WRI-399, and WRI-481

Mathematics Minor for Elementary Education (22-25 credits)

Required Courses (9 credits)

MAT-111	Mathematics for Elementary Teachers	3
MAT-231	Mathematics for Middle School Teachers	3
MAT-204	Applied Statistics I	3
	or	
MAT-112	General Statistics	3

Choose one of the following: (3-4 credits)

MAT-120	College Algebra/Trigonometry	4
MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-253	Calculus I	4

Choose one of the following: (3-4 credits)

CIS-121	Introduction to Programming	3
CIS-122	Introduction to Web Programming	3
CIS-124	Introduction to Computational Thinking	3

Math Electives (6-8 credits)

Math electives should be selected to bring the total to at least 22 credits. Electives may be any course numbered above MAT-200 or DSC-210.

Science Minor for Elementary Education (19-21 credits)

Required Courses (4 credits)

PHY-120	Physical Science	4
	and	
PHY-120L	Physical Science Lab	0

Choose one of the following: (4 credits)

BIO-100	Introduction to Biology	4

	and	
BIO-100L	Introductory Biology Lab	0
BIO-125	Principles of Biology	4
Choose one of the following: (4-5 credits)		
CHE-110	Introduction to Chemistry	4
	and	
CHE-110L	Introduction to Chemistry Lab	0
CHE-125	General Chemistry I	5
	and	
CHE-125L	General Chemistry I Lab	0
BIO/CHE/PHY Electives: Choose two of the following: (7-8 credits)		
BIO-102	Human Biology	4
	and	
BIO-102L	Human Biology Laboratory	0
BIO-105	Heredity and Disease	4
	and	
BIO-105L	Heredity and Disease Lab	0
BIO-106	Environment and Society	4
	and	
BIO-106L	Environment and Society Lab	0
BIO-107	Crops and Society	4
BIO-108	Introductory Field Biology	4
BIO-109	Forensic Science (with Lab)	4
CHE-104	Chemistry and Artists' Colors	4
	and	
CHE-104L	Chemistry and Artists' Colors Lab	0
CHE-105	Exploring Chemistry	4
	and	
CHE-105L	Exploring Chemistry Lab	0
CHE-120	Introduction to Organic and Biological Chemistry	4
	and	
CHE-120L	Introduction to Organic and Biological Chemistry Lab	0
CHE-232	Fundamentals of Environmental Chemistry	3
EAR-132	Earth Science (with Lab)	4
PHY-140	Astronomy	3
	and	
PHY-140L	Astronomy Lab	1

World Language and Culture Minor for Elementary Education (18-30 credits)

World Language: Spanish

Prerequisite (Need determined by placement test) (0-6 credits)

SPA-117	Beginning Spanish I	3
SPA-118	Beginning Spanish II	3

Required Courses (3-9 credits)

SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II: Spanish for the Professions	3
SPA-347	Advanced Spanish I: Conversations	3

for the Workplace

Choose one of the following: (3 credits)

SPA-457	Survey of Spanish Literature	3
SPA-458	Survey of Spanish American Literature	3
SPA-462	Spanish Short Stories	3
SPA-465	Special Topics in Spanish Literature	3 to 9
SPA-461	Contemporary Spanish Literature	3

TESOL (6 credits)

ENG-170	Introduction to Language	3
TSL-203	Foundations of TESOL	3

Intercultural (6 credits)

SOC-225	Cultural Anthropology	3
INT-220	Intercultural Relationships	3

SOC-225: Counts as general education sociology requirement

Students who meet the language prerequisites and/or intermediate-level language course requirements prior to declaring the World Language and Culture minor must take additional Spanish literature courses from the elective list sufficient to increase the total number of hours to a minimum of 18.

Elementary Concentrations

Art Concentration

Select 12 credit hours from the following course prefixes:

ART, PHO, DES

Honors College Concentration

The Honors College curriculum meets the State requirements for a concentration

Mathematics Concentration (12 credits)

Select 12 credit hours from the following course prefixes:

MAT/CIS

Suggested courses: MAT 204; one of the following: MAT 130, MAT 223, MAT 253; one of the following: CIS 121, CIS 122, CIS 125; Elective above MAT 200

Music Concentration (12 credits)

Select 12 credit hours from the following course prefix:

MUS

No performance/lessons permitted

Psychology Concentration (12 credits)

Select 12 credit hours from the following course prefixes:

PSY

Science Concentration (12 credits)

Select 12 credit hours from the following course prefixes:

SCI/EAR/BIO/PHY/CHE

Social Studies Concentration (12 credits)

Select 12 credits hours from the following course prefixes:

POL/HST/ECO/GEO

Sociology Concentration (12 credits)

Select 12 credit hours from the following course prefixes:

SOC

Spanish Concentration (12 credits)

12 credit hours from the following course prefix, or met by intermediate competency:

SPA; Also suggested: INT 220

Intermediate competency is met as defined by MLL

Language Arts Concentration (12 credits)

Select 12 credit hours from the following course prefixes:

ENG/WRI

Suggested courses: ENG 220, ENG 241; Also suggested: EDU 265

TESOL Concentration (12 credits)

Select 12 credit hours from the following course prefix:

TSL

Suggested courses: TSL 203, TSL 305, TSL 350, TSL 260; Also suggested: ENG 170

Secondary Education (5-12, P-12 Certification)

Secondary Education - B.S.

General Education (42-48 credits)

Required Courses

THE-101	Theology of Christian Life	3

Humanities Core (12 credits)

ENG-180	Humanities World Literature	3

HST-180	Humanities World Civilization	3

MUS-180	Humanities Fine Arts	3

PHL-180	Humanities Philosophy	3

Biblical Literature (6 credits)

BIL-101	Old Testament Survey	3

BIL-102	New Testament Survey	3

Advanced Writing or Literature (3 credits)

Advanced Writing or Literature > 200	3

Health and Wellness (2 credits)

PHE-101	Concepts of Health and Wellness	1
PHE	Activity Elective	1

Social Science and Psychology (9 credits)

PSY-150	General Psychology	3
SOC-150	Introduction to Sociology	3
	or	
SOC-210	Intergroup Relations	3
Elective	ECO, HST, or POL	3

SOC-150: does not meet intercultural competency

SOC-210: meets intercultural competency

Science/Mathematics (7 credits)

	Lab Science	4
	Math/CIS elective	3

Competencies and Proficiencies (0-6 credits)

	Writing Competency	0-3
	Speech Competency	0
	Intercultural Competency	0-3

English Education (5-12 Certification)

As an alternative to the regular English education course of study, students may choose a double major of English + secondary education. Students who are considering post-baccalaureate work in English following graduation instead of entering the teaching field immediately may want to choose this alternative. Both options — English education or English + teacher education — qualify the graduate for an Indiana teaching license in English.

Education Courses (35-36 credits)

EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDU-296	Secondary School Observation/ Participation	1
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-382EN	Methods of Teaching Senior High/Junior High/Middle School English	3
EDU-382C	Methods of Teaching Senior High/Junior High/Middle School Practicum	1
EDU-383P	Secondary Practicum P-12/5-12	1
EDU-490	Supervised Student Teaching in Senior/Junior High/Middle School (5- 12)	15
EDU-495	Student Teaching Seminar	1

English Courses (39-51 credits)

Major Requirements - Core Courses (12 credits - all required)

ENG-220	Approaches to Literary Analysis	3

WRI-234	Advanced Writing	3
WRI-390	Teaching Writing: Composition Theory, Pedagogy, and Practice	3
ENG-481	English Capstone	3

NOTE: ENG/WRI double majors will choose either ENG-481 or WRI-481.

Young Adult Literature (3 credits)

EDU-265	Young Adult Literature	3

Literature in Context Courses (9 Credits - choose 3 of 4)

ENG-301	British Literature I - Medieval to 1800	3
ENG-302	British Literature II - 1800 to Present	3
ENG-306	American Literature I - Pre-Columbian to 1865	3
ENG-307	American Literature II - 1865 to Present	3

Literature Seminars (9 credits)

ENG-490	Literature in Cultural Diversity	3
	or	
ENG-495	Literature in Gender Diversity	3
	Seminar Electives in English (6 credits at the 310-400 level)	6

Linguistics (6 credits)

ENG-241	Studies in English Grammar	3
ENG-352	History of English Language	3

Foreign Language (0-12 credits)

Intermediate Competency in modern or ancient foreign language

Mathematics Education (5-12 Certification)

As an alternative to the regular mathematics education course of study, students may choose a double major of mathematics + secondary education. Students who are considering post-baccalaureate work in mathematics following graduation instead of entering the teaching field immediately may want to choose this alternative. Both options — mathematics education or mathematics + teacher education — qualify the graduate for an Indiana teaching license in mathematics.

Education Courses (37-38 credits)

EDU-130	American Education	3
EDU-296	Secondary School Observation/Participation	1
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Disciplinary Literacy	3
EDU-382MA	Methods of Teaching Senior High/Junior High/Middle School Math	3
EDU-382C	Methods of Teaching Senior High/Junior High/Middle School Practicum	1
EDU-383P	Secondary Practicum P-12/5-12	1

EDU-490	Supervised Student Teaching in Senior/Junior High/Middle School (5- 12)	15
EDU-495	Student Teaching Seminar	1

Prerequisite: two years of high school algebra and a year of high school geometry.

Mathematics and Supporting Courses (49-52 credits)

Required Courses (39 credits)

MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-231	Mathematics for Middle School Teachers	3
MAT-253	Calculus I	4
MAT-254	Calculus II	4
MAT-255	Calculus III	4
MAT-280	Linear Algebra	3
MAT-282	Transition to Advanced Mathematics	4
MAT-322	Mathematical Modeling I	3
MAT-333	Modern Geometry	3
MAT-344	Modern Abstract Algebra	3
MAT-481	History & Foundations of Mathematics	3
MAT-490	Math Senior Seminar	2

Choose one of the following: (3-4 credits)

MAT-204	Applied Statistics I	3
MAT-363	Mathematical Statistics I	4
DSC-210	Introduction to Data Science	3

Supporting Course (3-4 credits)

CIS-121	Introduction to Programming	3

Choose one of the following: (4-5 credits)

BIO-125	Principles of Biology	4
CHE-110	Introduction to Chemistry	4
CHE-125	General Chemistry I	5
PHY-211	General Physics I	4
PHY-221	University Physics I	4

Music Education (P-12 Certification)

Education Courses (36-37 credits)

EDU-130	American Education	3
EDU-296	Secondary School Observation/ Participation	1
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Disciplinary Literacy	3
EDU-382MU	Methods of Teaching Senior High/Junior High/Middle School Music	3
EDU-382C	Methods of Teaching Senior High/Junior High/Middle School	1

	Practicum	
EDU-492	Supervised Student Teaching Sr High/Jr High/Middle School/Elementary (P-12)	15
EDU-495	Student Teaching Seminar	1

Music Courses

Music Major Core (44-51 credits)

MUS-101-301	Applied Music	6
MUS-442	Senior Recital - Music Majors	2
MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-261	Music Theory II	3
MUS-263	Ear Training II	2
MUS-264	Music Theory III	3
MUS-265	Form and Analysis	2
MUS-266	Ear Training III	1
MUS-274	Computer Applications for Music Educator	2
MUS-285	Beginning Conducting	2
MUS-286	Advanced Conducting	2
MUS-300	Arranging	1
MUS-371	Music History and Literature I	3
MUS-372	Music History and Literature II	3
MUS-383	Elementary Music Methods for Music Education Majors	2
MUS-383P	Elementary Music Practicum	1
MUS-490	Senior Seminar	2
MUS	Music Ensemble (Participation each semester)	0-7
MUS-200	Recital Attendance	0

MUS-160 requirement may be met by competency test.

Piano (6-8 credits)

Competency through:

Instrumental: Class Piano Level III	6
Choral and General: Class Piano Level IV	8

Specialty Course (one of the following) (2 credits)

MUS-125	Diction for Singers I	2
MUS-245	Piano Pedagogy I	2
MUS-246	Piano Pedagogy II	2
MUS-365	Vocal Pedagogy	2
MUS-366	Song Literature	2
MUS-363	Instrumental Methods	2

Emphasis - Choose one of the following options:

Option 1 - Choral Emphasis (8 credits)

MUS-280	Choral Techniques	2
MUS-282	String Techniques and Pedagogy	2
MUS-283	Percussion Techniques and Pedagogy	2
MUS-281	Woodwind Techniques and Pedagogy	2

	or	
MUS-284	Brass Techniques and Pedagogy	2

Option 2 - Instrumental Emphasis (11-12 credits)

MUS-114	Class Voice	1
MUS-193	Campus Choir	0 to 1
MUS-281	Woodwind Techniques and Pedagogy	2
MUS-282	String Techniques and Pedagogy	2
MUS-283	Percussion Techniques and Pedagogy	2
MUS-284	Brass Techniques and Pedagogy	2
MUS-363	Instrumental Methods	2

In addition to the above courses, choose one of the following: (0-1 credits)

MUS-177	Clarinet Quartet	0 to 1
MUS-178	Saxophone Quartet	0 to 1
MUS-181	Guitar Ensemble	0 to 1
MUS-184	World Music Ensemble	0 to 1
MUS-185	Flute Ensemble	0 to 1
MUS-186	Chamber Music	0 to 1
MUS-187	Trombone Ensemble	0 to 1
MUS-188	Woodwind Ensemble	0 to 1
MUS-189	Honors Brass Quintet	0 to 1
MUS-195	Percussion Ensemble	0 to 1
MUS-197	Jazz Ensemble	0 to 1

Option 3 - Choral, General, Instrumental Emphasis (14-18 credits)

MUS-111	Applied Study - (music Minors)	1
MUS-112	Applied Study - (music Minors)	1
MUS-211	Applied Study - (music Minors)	1
MUS-212	Applied Study - (music Minors)	1
MUS-280	Choral Techniques	2
MUS-281	Woodwind Techniques and Pedagogy	2
MUS-282	String Techniques and Pedagogy	2
MUS-283	Percussion Techniques and Pedagogy	2
MUS-284	Brass Techniques and Pedagogy	2
MUS	Four semesters of secondary large ensemble	0-4

Science Education (5-12 Certification)**Education Courses (38-40 credits)**

EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDU-296	Secondary School Observation/ Participation	1
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Disciplinary Literacy	3
EDU-382SC	Methods of Teaching Senior High/Junior High/Middle School Science	3
EDU-382C	Methods of Teaching Senior High/Junior High/Middle School	1

	Practicum	
EDU-383P	Secondary Practicum P-12/5-12	1
EDU-490	Supervised Student Teaching in Senior/Junior High/Middle School (5- 12)	15
EDU-495	Student Teaching Seminar	1

Science Major Core (18 credits)

All Science Education Majors:

BIO-125	Principles of Biology	4
CHE-125	General Chemistry I	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II	5
CHE-126L	General Chemistry II Lab	0
EAR-132	Earth Science (with Lab)	4
	or	
BIO-106	Environment and Society	4
BIO-106L	Environment and Society Lab	0

Biology Education Major

Biology Major Courses (30 credits)

BIO-201	Animal Biology	4
BIO-202	Plant Biology	4
BIO-213	Microbiology	4
BIO-213L	Microbiology Lab	0
BIO-301	Ecology	3
BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
BIO-351	Cellular Biology	3
BIO-330	Histology	3
BIO-490	Biology Senior Seminar	1

Chemistry Education Major

Required Math and Prerequisite Courses (17 credits)

MAT-253	Calculus I	4
MAT-254	Calculus II	4
PHY-221	University Physics I	4
PHY-221L	University Physics I Lab	0
PHY-222	University Physics II	5
PHY-222L	University Physics II Lab	0

Chemistry Major Courses (17-20 credits)

CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
CHE-236	Organic Chemistry II	4
CHE-236L	Organic Chemistry II Lab	0
CHE-350	Analytical Chemistry	4
CHE-350L	Analytical Chemistry Lab	0
CHE-440	Physical Chemistry I	3
CHE-490	Chemistry Senior Seminar	1
CHE-495	Research in Chemistry	1 to 4

Social Studies Education (5-12 Certification)

Education Courses (38-39 credits)

EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDU-296	Secondary School Observation/ Participation	1
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Disciplinary Literacy	3
EDU-382SS	Methods of Teaching Sr High/Jr High/ Middle School Social Studies	3
EDU-382C	Methods of Teaching Senior High/Junior High/Middle School Practicum	1
EDU-383P	Secondary Practicum P-12/5-12	1
EDU-490	Supervised Student Teaching in Senior/Junior High/Middle School (5- 12)	15
EDU-495	Student Teaching Seminar	1

Social Studies Courses

Foundation Courses

MAT-112	General Statistics	3

Required:**Historical Perspectives (12 credits)**

HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	3
HST-290	Making History: Historians, Historical Techniques and Historiography	3
HST	Elective (300 or 400 level)	3

Government (12 credits)

POL-100	American Government	3
POL-232	Comparative Politics	3
	or	
POL-230	World Politics	3
POL-200	State and Local Government and Politics	3
POL	Elective (300-400 level): see "Scholarship List" requirement below	3

Geography

GEO-202	Political and Cultural Geography	3

Content areas

Choose one of the following: (ECO, SOC, PSY or BUS)

Economics (12 credits)

ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
ECO	Elective	3

ECO Elective (300-400 level) 3

Sociology (12 credits)

SOC Elective 3

SOC Elective 3

SOC Elective 3

SOC Elective (300-400 level) 3

Psychology (12 credits)

PSY Elective 3

PSY Elective 3

PSY Elective 3

PSY Elective (300-400 level) 3

Business (12 credits)

ECO-212 Microeconomics (recommended as elective for those pursuing Business option)

BUS-100 Foundations of Business 3

MNG-210 Management Principles 3

MKG-210 Marketing Principles 3

ACC-201 Accounting Principles I 3

Scholarship List Requirement: SSE majors are required to take an upper-division scholarship quality elective under both the Historical Perspectives requirement and the Government requirement. Both the HST and POL upper-division scholarship quality courses will be determined by the SSE content advisor in coordination with the School of Teacher Education.

Advanced Placement

Students majoring in Social Studies Education can receive Advanced Placement Credit for courses as follows:

Advanced Credit Exam	Minimum Score	Semester Hours	IWU Equivalent
Comparative Government & Politics	4	3	POL232
Comparative Government & Politics	3	3	UNDI
Human Geography	4	3	GEO202
Government & Politics-United States	4	3	POL100
Government & Politics-United States	3	3	UNDI
History-European	3	3	UNDI
History-United States	4	3	HST211
History-United States	4	3	HST212
History-United States	3	3	UNDI
Macroeconomics	4	3	ECO213
Microeconomics	4	3	ECO212

Psychology	4	3	PSY150
Statistics	4	3	MAT112

UNDI - credit is not assigned to a specific course but does count toward the overall college degree as an elective

Spanish Education (P-12 Certification)

Definition and Purpose

The Spanish Education major requires a core program in Spanish of 39-51 hours with a minimum of three credit hours in a Spanish-speaking country. A prerequisite of six hours of beginning Spanish or demonstration of beginning-level proficiency by examinations required. Student will also be required to fulfill the general education requirements and the professional education requirements for a teaching degree. The Spanish Education major will equip students with the knowledge, skills and experience necessary for becoming highly qualified Spanish teachers. The program requires that all graduating seniors function at the ADVANCED level of proficiency in Spanish as defined by the American Council on the Teaching of Foreign Languages (ACTFL) guidelines (intermediate – high is required by the state). The Spanish Education major will do the following: equip students with a well-rounded understanding of Spanish grammar and Hispanic literature, history and culture; prepare them to teach using the best methods and technology available for second language acquisition; and require Spanish language and cultural immersion experience in the local community and overseas. Prerequisite: SPA-117 and SPA-118 or beginning-level competency by examination.

Education Courses (38-40 credits)

EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDU-296	Secondary School Observation/ Participation	1
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Disciplinary Literacy	3
EDU-382	Methods of Teaching Senior High/ Junior High/Middle School Subjects or	3
EDU-382TE	Methods of Teaching Sr High/Jr High/ Middle School Teaching English to Speakers of Other Languages	3
EDU-382C	Methods of Teaching Senior High/Junior High/Middle School Practicum	1
EDU-383P	Secondary Practicum P-12/5-12	1
EDU-492	Supervised Student Teaching Sr High/Jr High/Middle School/Elementary (P-12)	15
EDU-495	Student Teaching Seminar	1

Spanish Courses (39-51 credits)

Language Courses (18-21 credits)

ENG-170	Introduction to Language	3
SPA-117	Beginning Spanish I	3
SPA-118	Beginning Spanish II	3

SPA-237	Intermediate Spanish I	3
SPA-238	Intermediate Spanish II: Spanish for the Professions	3
SPA-347	Advanced Spanish I: Conversations for the Workplace	3
SPA-349	Advanced Spanish II: Writing for Professions	3

Students are required to pass SPA-117, SPA-118, SPA-237, SPA-238, and SPA-347 with a minimum grade of "C" before advancing to the next level.

The foreign language coordinator may, however, grant some students permission to take another upper-division class at the same time that they are taking SPA-349.

CLEP Policy

Students may not elect to take SPA- 117, SPA- 118, SPA-237, or SPA-238 after successfully completing SPA-347, SPA-349, or any other upper-level course, but may pursue CLEP credit prior to completing SPA-349 or with the approval of the foreign language coordinator.

Students may CLEP SPA 117, SPA 118, or SPA 237 for credit. However, students must CLEP these courses prior to completing SPA 349 or with the approval of the foreign language coordinator to receive credit for their major or minor.

AP Policy

Incoming freshmen who, prior to their enrollment at Indiana Wesleyan University, pass the AP Spanish Language Exam with a minimum score of 4 will receive credit for SPA-237 and SPA-238. Students who pass the AP Spanish Language Exam with a minimum score of 3 will be awarded credit for SPA-117 and SPA-118. AP credit for these courses will not meet intercultural competency.

All Spanish Education majors must do the following prior to taking advanced level classes:

- Have a minimum cumulative GPA of 2.75 and a minimum GPA of 3.0 in the major.
- Take and pass the basic skills competency exam.
- Successfully complete the DAP interview.
- Successfully complete a "reading on demand" and "writing on demand" in Spanish.

Spanish Electives (18 credits)

SPA-348	Culture and Civilization of Latin America	3
SPA-354	Latin American History	3
SPA-357	Spanish Linguistics and Phonology	3
SPA-365	Special Topics in Hispanic Studies	3 to 12
SPA-370	Hispanic Culture and Language Studies	3
SPA-371	Hispanic Culture in the U.S.	3
SPA-372	Culture and Civilization of Spain	3
SPA-420	Advanced Spanish Grammar	3
SPA-457	Survey of Spanish Literature	3
SPA-458	Survey of Spanish American Literature	3
SPA-461	Contemporary Spanish Literature	3
SPA-462	Spanish Short Stories	3
SPA-465	Special Topics in Spanish Literature	3 to 9

Senior Seminar (3 credits)

SPA-470	Spanish Capstone	3

Foreign Study Experience

Students may transfer a 300 or 400 level course taken abroad that focuses on the history, culture or literature of a Spanish-speaking country or the theory or practical use of the Spanish language for credit. Must be taught in Spanish and must be from an approved, accredited program.

If a student decides not to pursue CLEP credit prior to completing SPA 349, he or she must study abroad in Seville, Spain, for one semester in order to earn the remaining credits and graduate in 4 years. Students are highly encouraged to study abroad.

All Spanish Majors and Minors are strongly encouraged to study abroad through IWU-sponsored or IWU -approved programs during their junior year.

Students should consult with the Foreign Language Coordinator, the Academic Affairs Office, as well as their faculty advisor before taking courses abroad to ensure that they are appropriate.

Prerequisite: SPA 349, junior standing, and approval from the Foreign Language Coordinator.

TESOL Education (P-12 Certification)

The TESOL Education major combines professional training with specialized instruction in the latest theoretical foundations for second-language acquisition, including methods and materials training and practicum experience designed specifically for the TESOL student. Students completing this program will meet all certification standards for public instruction in the state of Indiana (English as a New Language standards), and will acquire the theoretical foundations and skills necessary for effective second-language instruction for non-English speaking individuals around the world.

Education Courses (40 credits)

EDS-215	Teaching and Learning in Inclusive Settings	3
EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDU-250	Principles of Teaching	3
EDU-354	Literacy Methods	3
EDU-382TE	Methods of Teaching Sr High/Jr High/ Middle School Teaching English to Speakers of Other Languages	3
EDU-382C	Methods of Teaching Senior High/Junior High/Middle School Practicum	1
EDU-383P	Secondary Practicum P-12/5-12	1
EDU-492	Supervised Student Teaching Sr High/Jr High/Middle School/Elementary (P-12)	15
EDU-495	Student Teaching Seminar	1
PSY-251	Child Development	3
PSY-276	Psychology of the Exceptional Learner	3

TESOL Courses (36-45 credits)

Required Courses

INT-220	Intercultural Relationships	3
ENG-170	Introduction to Language	3
GEO-202	Political and Cultural Geography	3
PHL-248	Religions of the World	3

TSL-203	Foundations of TESOL	3
ENG-241	Studies in English Grammar	3
TSL-305	Second Language Acquisition	3
TSL-350	TESOL Assessment and Testing	3
TSL-450	English Grammar Pedagogy	2
TSL-481	TESOL Capstone	1

Foreign Language (3-12 credits)

Foreign Language	3
or	
demonstration of intermediate-level competency	

TESOL Education Electives (6 credits)

ENG-352	History of English Language	3
WRI-165	English Language and Composition	3
WRI-210	Theories and Methods of Writing Consultancy	0 to 1
WRI-390	Teaching Writing: Composition Theory, Pedagogy, and Practice	3
	Any foreign language course (in addition to competency requirement)	3-6
COM-280	Intercultural Communication	3
COM-370	Symbols and Imaging	3
TSL-260	TESOL Internship	1 to 3
TSL-368	Special Topics in TESOL	3
TSL-385	Practicum in TESOL	3
TSL-471	Research Seminar	2
EDU-245	Foundations of Literacy (if took EDU 354 instead)	3
EDU-265	Young Adult Literature	3
EDU-301	Management in the 21st Century Classroom	1
EDU-354	Literacy Methods (if took EDU 245 instead)	3

The 6 elective credits may be shared with another IWU major, minor or certificate according to the guidelines stated in the catalog.

Theatre Education (P-12)**Education Courses (38 credits)****Education Courses**

EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDU-296	Secondary School Observation/ Participation	1
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
EDU-324	Disciplinary Literacy	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-382TH	Methods of Teaching Senior High/Junior High/Middle School Theatre	3
EDU-382C	Methods of Teaching Senior	1

	High/Junior High/Middle School Practicum	
EDU-383P	Secondary Practicum P-12/5-12	1
EDU-490	Supervised Student Teaching in Senior/Junior High/Middle School (5- 12)	15
EDU-495	Student Teaching Seminar	1

Theatre Courses

Division Core

THR-479	Communications Senior Seminar I	1
THR-480	Communications Senior Seminar II	3

Major Requirements

THR-251	Principles of Script Analysis	3
THR-252	Beginning Acting	3
THR-272	Stagecraft	3
THR-315	Principles of Stage Directing	3
THR-317	Theatre History and Dramatic Literature I	3
THR-318	Theatre History and Dramatic Literature II	3
THR-367	Stage Design for Theatre II	3
THR-368	Theatre Management	3
THR-301	Theatre Practicum	1 to 3
ENG-360	Modern Drama	3
ENG-361	Shakespeare	3
THR-226	Voice and Movement	3
THR-355	Advanced Acting	3
THR-310	Stage Design for Theatre I	3

Visual Arts Education (P-12 Certification)

Education Courses (37-38 credits)

EDU-130	American Education	3
EDU-296	Secondary School Observation/ Participation	1
EDU-240	Educational Psychology	3
EDU-250	Principles of Teaching	3
PSY-276	Psychology of the Exceptional Learner	3
EDU-324	Disciplinary Literacy	3
EDU-382VA	Methods of Teaching Senior High/Junior High/Middle School Visual Arts	3
EDU-382C	Methods of Teaching Senior High/Junior High/Middle School Practicum	1
EDU-383P	Secondary Practicum P-12/5-12	1
EDU-492	Supervised Student Teaching Sr High/Jr High/Middle School/Elementary (P-12)	15
EDU-495	Student Teaching Seminar	1

Visual Arts Courses

Major Core (36 credits)

Two-Dimensional Design (21 credits)

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-120	OBS/REP 2: Empirical Drawing	3
PHO-110	Photo I	3
ART-331	Representational Painting	3
DES-101	Design Fundamentals	3

ART-101, ART-120 or ART-123, and PHO-110: required prior to "mid-point review"

ART-331 may be repeated up to 4 times.

Three-Dimensional Design (9 credits)

ART-131	Ideation/Interpretation 2	3
ART-241	Ceramics I	3
ART-251	Sculpture I	3

ART-131 and ART-251: required prior to "mid-point review"

Art History (6 credits)

Art History Electives	6

Courses numbered ART-261, ART-262, between ART-383 and ART-387 or ART-476

P-12 Certification (48 credits)

Major core + 12 hours

ART-371	Art for Elementary Teachers	3
ART	Art Electives	9

Exceptional Needs Education (P-12 Certification)

Exceptional Needs Education - B.S.

The Exceptional Needs program is designed to train teachers to serve persons who require mild interventions. An Intense Interventions program is also available for students who wish to add this certification to their teaching license.

General Education (42-48 credits)

Required Courses

THE-101	Theology of Christian Life	3

Humanities Core (12 credits)

ENG-180	Humanities World Literature	3
HST-180	Humanities World Civilization	3
MUS-180	Humanities Fine Arts	3
PHL-180	Humanities Philosophy	3

Biblical Literature (6 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3

Advanced Writing or Literature (3 credits)

Advanced Writing	
or	
Literature > 200	3

Health and Wellness (2 credits)

PHE-101	Concepts of Health and Wellness	1
PHE	Activity Elective	1

Social Sciences and Psychology (9 credits)

PSY-150	General Psychology	3
Elective	ECO, HST, POL, or SOC	6

Science/Mathematics (7 credits)

	Lab Science	4
	Math/CIS elective	3

Competencies and Proficiencies (0-6 credits)

	Writing Competency	0-3
	Speech Competency	0
	Intercultural Competency EDU 290 + EDS 496	0-3

Professional Core (40-41 credits)

EDU-130	American Education	3
EDU-200	Educational Technology	1 to 2
EDU-245	Foundations of Literacy	3
EDU-290	Elementary Education in a Pluralistic Society	3
EDU-495	Student Teaching Seminar	1
EDS-215	Teaching and Learning in Inclusive Settings	3
EDS-350	Assessment in Special Education	3
EDS-361	Behavior Management in Special Education	3
EDS-370	Public Policy and Special Education	3
EDS-385	Special Education Practicum I	1
EDS-386	Special Education Practicum II	1
EDS-496	Supervised Student Teaching in Special Education	15

P-12 Exceptional Needs Major (12 credits)

Add the following courses to the Professional Core:

EDU-250	Principles of Teaching	3
EDS-381	Methods for Teaching Children With Exceptional Needs	3
EDS-382	Methods for Teaching Adolescents With Exceptional Needs	3
PSY-276	Psychology of the Exceptional Learner	3

Intense Intervention (9 credits)

The Intense Intervention Concentration may be added to the EXN major by taking the following courses:

EDS-331	Critical Issues in Severe Disabilities	3
EDS-332	Community-Based Instruction, Supports, And Services	3
EDS-333	Interdisciplinary Collaboration	3

DeVoe Division of Business

Mission

The DeVoe Division of Business is a Christ-centered academic community that provides students the opportunity for personal, professional and spiritual development in preparation for a life of service, applying sound business principles with wisdom and creativity.

Vision

The vision of the DeVoe Division of Business is to prepare business professionals who are resilient and committed to meeting the needs of others in a Christ-like manner.

Curriculum

The curriculum combines theory and practice, is built upon a Christian liberal arts foundation, and emphasizes the need to apply Christian principles to the workplace. Business students graduate with the knowledge and skills they need to succeed.

The DeVoe Division of Business is committed to excellence and as such strives to continually enhance the quality of the student's education experience and development. The DeVoe Division of Business is accredited by ACBSP Accreditation Council for Business Schools and Programs

Degrees Available

Bachelor of Arts

The four-year Bachelor of Arts (B.A.) degree is available in six majors: Accounting (p. 210), Business Administration (p. 211), Entrepreneurship (p. 212), Finance (p. 213), Management (p. 213) and Marketing (p. 214).

The Bachelor of Arts degree offered by the DeVoe Division of Business includes a Global Business Perspectives Course (BUS375) requirement. The DeVoe Division of Business recognizes that a global business course is necessary with the dynamic landscape in business, it is critical for our students' success to have the opportunity to understand and develop skills necessary to articulate and assess global business concepts. Studying culture and the effect it has on a wide range of decisions is insightful and ever-changing.

Only students who do not have a major in the DeVoe Division of Business may select a minor in Accounting or Business Administration.

Associate of Science

The two-year Associate of Science (A.S.) degree is available in Accounting (p. 211) and Business Administration (p. 212). The two-year degree is not available in Entrepreneurship, Finance, Management or Marketing.

Double Majors

A student may double major in any two of the six majors by completing the specific requirements of each major. Students with double majors within the DeVoe Division of Business must complete a minimum of 66 unique DeVoe Division of Business credit hours (75 unique credit hours if one of the two majors is Accounting). Outside of the 36-hour core, no course can be used to satisfy a requirement in both majors.

Other double majors are possible by combining the study of one of the six divisional majors with any major, such as (but not limited to) Art, Communications, Computer Information Systems, Criminal Justice, Economics, English, History, Leadership, Mathematics, Music, Political Science, Psychology, Sociology, or Sports Management.

If the student combines the Business Administration major with a major outside the DeVoe Division of Business, the requirement to have 12 hours of 300-400 level courses within the DeVoe Division of Business will be satisfied by 12 hours of 300-400 level courses from the other major. This provision applies only if the Business Administration major is the only major the student has within the DeVoe Division of Business.

Admission to Division Guidelines and Criteria

Admission to the division is required before students are allowed to take 300-400 level courses within the DeVoe Division of Business. (An exception is made for Accounting majors who may take 300 level accounting courses before they have been admitted to the division.)

Admission to the division is neither automatic nor assumed simply because a student wants to study in the division. To be admitted to the division, students must demonstrate a degree of knowledge and preparedness. Students must satisfy the following criteria before applying to the division:

1. Complete 40 total credit hours.
2. Complete all of the following courses:
 - BUS-100 Foundations of Business
 - ACC-201 Accounting Principles I
 - ACC-202 Accounting Principles II
 - ECO-212 Microeconomics
 - ECO-213 Macroeconomics
 - MNG-210 Management Principles
 - MKG-210 Marketing Principles
3. Have a **2.5** overall GPA and a **2.5** GPA within the DeVoe Division of Business.
4. Have a minimum grade of "C" in all courses required for a major and minor degree.
5. Satisfy the General Education Requirements for **writing competency, mathematics and communication**.
6. Submit a portfolio (work from the courses listed above to include a résumé and at least one showcase piece of work or project from a course listed above).
7. Submit an individual admission essay (an essay prompt is provided by the division).
8. Complete a division interview.

Students who satisfy the above criteria must complete an **Application for Admission to the Division** and submit it to the business faculty advisor. If the above requirements have been met, the application will be approved unless there is a problem that needs to be discussed with the Division Chair. The DeVoe Division of Business faculty reserves the right to deny admission to the major to any student who fails to satisfy the behavioral expectations outlined in the student handbook.

Transfer students who satisfy substantially all of the above criteria may petition the DeVoe Division of Business to be admitted to the division. The same holds true for IWU students with a major outside the DeVoe Division of Business who add or change their major to one that is offered in the division.

To continue in the DeVoe Division of Business, students must maintain an overall 2.5 GPA and a 2.5 GPA in the division. Students must also have a minimum grade of "C" in all courses required for a major and minor degree. Failure to do so may necessitate repeating courses (university policy allows a course to be repeated once) or withdrawal from the division. Note: If a student has questions regarding action taken by the DeVoe Division of Business he or she has the right to appeal the action through established procedure in the IWU Catalog.

Transfer Credit

Credit for all courses in the major transferred from other schools must be approved by the DeVoe Division of Business. Students currently enrolled as majors in the division may not transfer any courses into the division for credit without prior written approval from the division. Following are the guidelines for transfer credit:

1. The DeVoe Division of Business will accept 100-200 level courses taken at other institutions for IWU 100-200 level courses, so long as the courses have been approved by the instructor and the division chair in the discipline.
2. The DeVoe Division of Business will not accept 100-200 level courses taken at other institutions to satisfy IWU DeVoe Division of Business upper level course requirements.
3. The DeVoe Division of Business will waive BUS-100 for any transfer student, who transfers in at least 12 hours of business courses, but the division will not waive the credits — the student will substitute the 3 hours of credits with a course recommended by the advisor or Division Chair.

4. Transfer students pursuing the B.A. degree in one of the six majors in the DeVoe Division of Business must complete a minimum of 18 credit hours from the IWU DeVoe Division of Business. Transfer students pursuing the A.S. degree or minor in Business Administration must complete a minimum of 9 credit hours from the IWU DeVoe Division of Business.

General Education Competencies

Students in the DeVoe Division of Business must meet the general education competencies by taking the approved standard courses. In regards to courses offered in the DeVoe Division of Business, the intercultural experience requirement may be met by successfully completing either ACC-390 or BUS-390.

Accounting - B.A.

Requirements (60-78 credits)

Common Core (39 credits)

BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-375	Global Business Perspectives	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3

Major Requirements (15 credits)

ACC-311	Intermediate Financial Accounting and Reporting I	3
ACC-312	Intermediate Financial Accounting and Reporting II	3
ACC-341	Managerial Cost Accounting I	3
ACC-371	Federal Income Tax I	3
ACC-423	Auditing	3

Major Electives (6 credits)

Choose two of the following:

ACC-342	Managerial Cost Accounting II	3
ACC-372	Federal Income Tax II	3
ACC-451	Advanced Accounting	3

Experiential Application (3-15 credits)

Choose one of the following:

ACC-381	Accounting Internship	1 to 3
ACC-490	Accounting Full-Time Internship	9 to 15

Note: If the student chooses ACC381, three credit hours must be completed. The student may take ACC381 for 1 or 2 credit hours in a given semester, but to satisfy the Experiential Application requirement, a total of 3 credit hours must be completed. If the student has a second major in the DeVoe Division of Business, BUS390 International Business may be taken to satisfy the Experiential Application requirement for the second major.

Accounting Minor

*A minor in Accounting is available by completing the same requirements as for the two-year associate degree, Accounting - A.S. (p. 211)

Transfer students must complete a minimum of 9 credit hours from the IWU Division of Business.

Only students who do not have a major in the Division of Business may select a minor in Accounting.

Accounting - A.S.

Requirements (24 credits)

Common Core (18 credits)

BUS-100	Foundations of Business	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
BUS-210	Business Law	3

Minor Electives (6 credits)

Choose two of the following:

ACC-311	Intermediate Financial Accounting and Reporting I	3
ACC-312	Intermediate Financial Accounting and Reporting II	3
ACC-341	Managerial Cost Accounting I	3
ACC-342	Managerial Cost Accounting II	3
ACC-371	Federal Income Tax I	3
ACC-372	Federal Income Tax II	3

Business Administration - B.A.

Requirements (54 credits)

Common Core (39 credits)

BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-375	Global Business Perspectives	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3

Major Electives (12 credits)

300-400 level courses taken within the Division of Business. (If the student has another major outside the Division of Business and Business Administration is the student's only major in the Division of Business, this requirement will be satisfied by 12 hours of 300-400 level courses from the other major.)

Experiential Application (3 credits)

BUS-382	Business Administration Internship	1 to 3

Note: The student may take BUS382 for 1 or 2 credit hours in a given semester, but to satisfy the Experiential Application requirement, a total of 3 credit hours must be completed. If the student has a second major in the DeVoe Division of Business, BUS/ACC390 International Business may be taken to satisfy the Experiential Application requirement for the second major.

Business Administration Minor

*A minor in Business Administration is available by completing the same requirements as for the two-year associate degree, Business Administration - A.S. (p. 212)

Transfer students must complete a minimum of 9 credit hours from the DeVoe Division of Business.

Only students who do not have a major in the DeVoe Division of Business may select a minor in Business Administration.

Business Administration - A.S.

Requirements (24 credits)

Common Core (15 credits)

BUS-100	Foundations of Business	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3

Minor Requirements (6 credits)

MKG-210	Marketing Principles	3
MNG-210	Management Principles	3

One elective course from the following areas (3 credits):

ACC, BUS, ENT, FIN, MKG, or MNG

Entrepreneurship - B.A.

Requirements (54 credits)

Common Core (39 credits)

BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-375	Global Business Perspectives	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3

Major Requirements (12 credits)

ENT-340	Entrepreneurship & New Venture Creation	3
ENT-341	Organizational Intrapreneurship	3
ENT-455	Entrepreneurial Planning and Strategy	3
MNG-324	Small Business Management	3

Experiential Application (3 credits)

ENT-483	Entrepreneurship Internship	1 to 3

Note: The student may take ENT483 for 1 or 2 credit hours in a given semester, but to satisfy the Experiential Application requirement, a total of 3 credit hours must be completed. If the student has a second major in the DeVoe Division of Business, BUS/ACC390 International Business may be taken to satisfy the Experiential Application requirement for the second major.

Finance - B.A.

Requirements (54 credits)

Common Core (39 credits)

BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-375	Global Business Perspectives	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3

Major Requirements (9 credits)

FIN-330	Investments	3
FIN-383	Real Estate Investment and Marketing	3
FIN-440	Financial Management	3

Major Electives (3 credits)

Choose one of the following:

FIN-430	Investment Management	3
FIN-450	Advanced Topics in Investing	3
ACC-311	Intermediate Financial Accounting and Reporting I	3
ACC-312	Intermediate Financial Accounting and Reporting II	3
ACC-341	Managerial Cost Accounting I	3
ACC-342	Managerial Cost Accounting II	3
ACC-371	Federal Income Tax I	3
ACC-372	Federal Income Tax II	3
ECO-444	Money and Banking	3

Experiential Application (3 credits)

FIN-384	Finance Internship	1 to 3

Note: The student may take FIN384 for 1 or 2 credit hours in a given semester, but to satisfy the Experiential Application requirement, a total of 3 credit hours must be completed. If the student has a second major in the DeVoe Division of Business, BUS/ACC390 International Business may be taken to satisfy the Experiential Application requirement for the second major.

Management - B.A.

Requirements (54 credits)

Common Core (39 credits)

BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3

ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-375	Global Business Perspectives	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3

Major Requirements (9 credits)

MNG-324	Small Business Management	3
MNG-328	Human Resource Management	3
MNG-443	Organizational Behavior	3

Major Electives (3 credits)

Choose one of the following:

BUS-310	Business Communications	3
MNG-334	Production and Operations Management	3

Experiential Application (3 credits)

MNG-385	Management Internship	1 to 3

Note: The student may take MNG385 for 1 or 2 credit hours in a given semester, but to satisfy the Experiential Application requirement, a total of 3 credit hours must be completed. If the student has a second major in the DeVoe Division of Business, BUS/ACC390 International Business may be taken to satisfy the Experiential Application requirement for the second major.

Marketing - B.A.**Requirements (54 credits)****Common Core (39 credits)**

BUS-100	Foundations of Business	3
BUS-101	Business Ethics	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3
BUS-210	Business Law	3
FIN-210	Managerial Finance	3
BUS-375	Global Business Perspectives	3
BUS-320	Business Statistics	3
BUS-452	Strategic Management	3

Major Requirements (6 credits)

MKG-348	Service Marketing	3
MKG-424	Strategic Marketing	3

Major Electives (6 credits)

Choose two of the following:

MKG 346	Consumer Behavior	3
MKG 353	Selling and Relationship Management	3
MKG 357	Advertising and Promotion	3
MKG-370	Digital Marketing	3
MKG-398	Marketing Research	3

MKG-444	Branding	3
FIN-383	Real Estate Investment and Marketing	3

Experiential Application (3 credits)

MKG-386	Marketing Internship	1 to 3

Note: The student may take MKG386 for 1 or 2 credit hours in a given semester, but to satisfy the Experiential Application requirement, a total of 3 credit hours must be completed. If the student has a second major in the DeVoe Division of Business, BUS/ACC390 International Business may be taken to satisfy the Experiential Application requirement for the second major.

ACBSP Accreditation

The Accreditation Council for Business Schools and Programs (ACBSP) is a leading specialized business accreditation association committed to advancing excellence in business education worldwide and accredits programs at the associate, baccalaureate, master and doctorate levels. ACBSP evaluates aspects of leadership, strategic planning, relationships with stakeholders, faculty credentials, educational support and the quality of academic programs. Through their evaluation, ACBSP determines whether or not business programs offer an educational experience that is rigorous and committed to continuous quality improvement. The DeVoe Division of Business received initial ACBSP accreditation for the following programs in April 2020.

Bachelor of Arts in Accounting (p. 210)
 Bachelor of Arts in Business Administration (p. 211)
 Bachelor of Arts in Entrepreneurship (p. 212)
 Bachelor of Arts in Finance (p. 213)
 Bachelor of Arts in Management (p. 213)
 Bachelor of Arts in Marketing (p. 214)

The DeVoe Division of Business offers minors in Accounting and Business Administration and they are automatically included in the accreditation. The Associates' Degrees in Accounting and Business Administration are not accredited by ACBSP; however, they are accredited by the Higher Learning Commission.

Social Sciences Division

The Division of Social Sciences consists of two departments, which are the Department of History and Political Science and the Department of Economics, and offers seven majors: Economics (p. 217); History (p. 218); International Relations (p. **Error! Bookmark not defined.**); Political Science (p. 221); Political Science Pre-Law (p. 223); Social Studies (p. 225); and Social Studies Education (p. 198). Minors in Economics (p. 218), History (p. 221), International Relations (p. **Error! Bookmark not defined.**), and Political Science (p. 223) are also offered.

Majors in the Division of Social Sciences are designed to enable students to develop an integrated perspective and an analytical understanding of the world and its various institutional components. Herein division majors are intended to foster discernment of present realities and trends, and greater understanding of global contemporary patterns from the perspective of biblical presuppositions and a biblical Christian worldview.

Students majoring in Division programs are encouraged to consider double-majoring, completing a second program (outside or within the Division) within a four-year period. Frequently selected combinations are noted under each major. Careful advising and course planning is necessary, in close consultation with academic advisors. In addition to meeting all requirements for both majors, students must be able to show that they meet the university requirement for a double major: a minimum of 30 credit hours of credit in each of two specific areas with a minimum of 51 unduplicated credit hours. Regarding *minors*, IWU requires that a minimum of 15 credit hours counting toward each minor be "unduplicated," that is, not needed to complete the student's other major(s) or minor(s).

Note that students majoring in History, Social Studies or Social Studies Education, or minoring in History, should complete HST-185 and HST-190 instead of HST-180. All other division students generally take HST-180 to meet the general education humanities history requirement. Any student may choose this substitution.

General Education Competencies

Please note that students for whom any division major is their **second** major will graduate with the degree designated by their **first** major (B.S. or A.B.) and will meet their intercultural experience and communication requirements as specified by their **first** major.

All other students, for whom a major in this division is their **first** major, are required to complete COM-100, Principles of Communication to meet their communication competency. They are also required to fulfill their intercultural experience requirement as follows: Economics majors are required to complete any approved standard course. (Note that the list of approved standard courses includes several courses offered by the division*: GEO-202, HST-280, POL-232, HST-355, HST-370, and POL-371). Political Science, Political Science Pre-Law, International Relations, Social Studies Education and Social Studies majors are required to complete GEO-202.

*Course titles of the intercultural experience courses listed above are as follows: GEO-202 Political and Cultural Geography; HST-280 History of the Middle East & North Africa; POL-232 Comparative Politics; HST-370 International Cultural Studies; POL-371 International Studies.

General Education Degree Requirements

Students who have selected as their **first** major Economics, International Relations, Political Science or Political Science Pre-Law will graduate with a B.S. To complete their B.S., students will be required to complete four credit hours of any lab science and three credit hours in math or CIS, which also count toward their general education requirements.

Students majoring in Social Studies Education or Social Studies will graduate with a B.S. They will be required to complete four credits hours of a lab science and three additional credit hours in math, which also count toward their general education requirements. In selecting these courses, students majoring in Social Studies Education need the approval of both the Education Division and the History and Political Science Department.

NOTE: Students majoring in history (as their first major) will have the option of choosing to graduate with a B.A. or a B.S. degree. The sole difference is the language requirement. This option is a common practice at Christian colleges, as well as state schools. Students thinking seriously about graduate work in history will be advised to study a foreign language, graduating with the B.A. Those students pursuing the B.A. in history will be required to satisfy the language proficiency requirement.

Advanced Placement

Students majoring in Economics, History, International Relations, Political Science, Political Science Pre-Law, Social Studies, or Social Studies Education can receive Advanced Placement Credit for courses as follows:

Advanced Credit Exam	Minimum Score	Semester Hours	IWU Equivalent
Comparative Government & Politics	4	3	POL232
Comparative Government & Politics	3	3	UNDI
Human Geography	4	3	GEO202
Government & Politics - United States	4	3	POL100
Government & Politics - United States	3	3	UNDI
History - European	3	3	UNDI
History - United States	4	3	HIST211 or HIST212
History - United States	3	3	UNDI

Macroeconomics	4	3	ECO213
Microeconomics	4	3	ECO212
Psychology	4	3	PSY150
Statistics	4	3	MAT112

UNDI - credit is not assigned to a specific course but does count toward the overall college degree as an elective.

Economics - B.S.

Purpose

The Department of Economics has designed the Economics major to prepare students for careers in business, financial services, government or teaching, and for students planning to pursue a graduate degree in Economics or a related discipline. Career opportunities for students majoring in Economics include financial analyst, investment broker, banker, economics researcher, market forecaster, government analyst, and with further study, university teacher. (Economics majors desiring to teach economics in the secondary schools need to take a double major in Economics and Social Studies Education.)

The Economics major often serves as a companion double major with Business, Finance, Marketing, Political Science, Pre-Law, History, International Relations, Social Studies Education or Mathematics.

General Education Competencies

Please refer to the general education requirements and competencies section under the Division of Social Sciences (p. 215).

Requirements

A major in Economics includes 30 credit hours of economics and a cognate area of 10 credit hours, which may be additional courses in economics or a grouping directed in any one of the following areas: accounting, business administration, communications, computer information systems, criminal justice, entrepreneurship, finance, history, management, marketing, mathematics, political science, psychology, social work, or other majors as accepted and approved by the department.

Students whose **first** major is Economics must take ECO-322 Research Design and Methods and the senior capstone courses ECO-498 Economics Seminar/Research and ECO-499 Economics Seminar/Presentation.

Requirements (40 credits)

Required Courses (18 credits)

ACC-201	Accounting Principles I	3
MAT-305	Statistics for Social Sciences	3
	or	
BUS-320	Business Statistics	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
ECO-306	Intermediate Microeconomics	3
ECO-307	Intermediate Macroeconomics	3
	Economics Electives	12
	Cognate	10

Electives (12 credits)

MAT-253	Calculus I	4
MAT-254	Calculus II	4
ECO-270	Comparative Economic Systems	3
ECO-275	Economics of Poverty	3
ECO-305	Entrepreneurship	3
ECO-320	American Economic History	3
ECO-315	Urban Economics and Policy	3
ECO-322	Research Design and Methods in	3

	Political Science and Economics	
ECO-340	Globalization and Economic Development	3
ECO-350	Law and Economics	3
ECO-365	Public Administration and Finance	3
ECO-444	Money and Banking	3
ECO-454	International Economics	3
ECO-463	Economic Thought	3
ECO-483	Economics Practicum	1 to 4
ECO-498	Economics Seminar - Research	2
ECO-499	Economics Seminar - Presentation	1
FIN-330	Investments	3

ECO-322, ECO-498 and ECO-499: Required for students taking Economics as their first major.

Cognate (10 credits)

Economics Minor

Requirements (24 credits)

Required Courses (18 credits)

ACC-201	Accounting Principles I	3
MAT-305	Statistics for Social Sciences	3
	or	
BUS-320	Business Statistics	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
ECO-306	Intermediate Microeconomics	3
ECO-307	Intermediate Macroeconomics	3

Electives (6 credits)

ECO-270	Comparative Economic Systems	3
ECO-275	Economics of Poverty	3
MAT-253	Calculus I	4
MAT-254	Calculus II	4
ECO-305	Entrepreneurship	3
ECO-320	American Economic History	3
ECO-315	Urban Economics and Policy	3
ECO-322	Research Design and Methods in Political Science and Economics	3
ECO-340	Globalization and Economic Development	3
ECO-350	Law and Economics	3
ECO-365	Public Administration and Finance	3
ECO-444	Money and Banking	3
ECO-454	International Economics	3
ECO-463	Economic Thought	3
ECO-483	Economics Practicum	1 to 4
ECO-498	Economics Seminar - Research	2
ECO-499	Economics Seminar - Presentation	1
FIN-330	Investments	3

ECO-322, ECO-498 and ECO-499: Required for students taking Economics as their first major.

History - A.B. or B.S.

Students majoring in history (as their first major) will have the option of choosing to graduate with a B.A. or a B.S. degree. The sole difference is the language requirement. This option is a common practice at Christian colleges, as well as state schools. Students thinking seriously about graduate work in history will be advised to study a foreign language, graduating with the B.A. Those students pursuing the B.A. in history will be required to satisfy the language proficiency requirement.

Purpose

The History major is offered by the Department of History and Political Science. The History major is chosen by students who have a variety of interests and objectives. It offers excellent preparation toward teaching, research, journalism, Christian ministries and graduate study. (History majors desiring to teach in secondary schools need to major in History and Social Studies Education. The History major combined with a major in Philosophy/Religion serves as excellent pre-seminary preparation. Also, the History major often serves as a companion double major with Accounting, Art, Biblical Literature, Biology, Business Administration, Christian Ministries, Communication Studies, Computer Information Systems, Criminal Justice, Economics, English, Intercultural Studies, International Relations, Mathematics, Music, Political Science, Political Science Pre-Law, Psychology, Philosophy and Theology, Social Studies, Social Work, Spanish or Writing. The department also offers a 24-credit hour History minor (p. 221).

General Education Competencies

Please refer to the general education requirements and competencies section under the Division of Social Sciences (p. 215).

Requirements

A major in History includes 33-34 credit hours of History and a cognate area of 9 credit hours, which may be additional courses in History or a grouping directed in any one of the following suggested areas: accounting, art, biblical literature, biology, business administration, Christian ministries, communication studies, computer information systems, criminal justice, economics, English, geography, intercultural studies, international relations, mathematics, music, political science, psychology, philosophy and theology, social studies, social work, Spanish, writing, or as directed by the department.

In place of HST-180, students majoring in History, Social Studies and Social Studies Education, or minoring in History, should complete HST-185 and HST-190. Students majoring in History are required to take a minimum of 12 credit hours of upper-division courses (numbered 300 or higher) offered by the department.

The specific social studies requirements for a History/Social Studies teaching major (Social Studies Education) are detailed under the Social Studies/Social Studies Education major (p. 225).

Requirements (42-43 credits)

Required Courses (12-13 credits)

Students take each of the following courses

HST-185	World History to 1500	3
HST-190	World History 1500 to Present	3
HST-290	Making History: Historians, Historical Techniques and Historiography	3
HST-449	History Capstone Proseminar	0 to 1
HST-450	History Research Seminar	3

Regional Studies: (9 credits)

Students choose three courses from the following:

HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	3
HST-256	Africa and the World	3
HST-280	History of Middle East and North Africa	3

NOTE: History majors are required to take a minimum of 12 hours of upper-division courses (numbered 300 or higher) offered by the department. HST 450 may be included in this 12 hours.

Electives: (12 credits)

Students will take 12 hours of History electives: One from U.S. History, One from European History, One from World History

HST-103	Recent History and Politics	3
HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	3
HST-256	Africa and the World	3
HST-280	History of Middle East and North Africa	3
HST-220	Topics in History	3
HST-230	Colonial Latin America	3
HST-231	National Latin America	3
HST-295	Portraits	1 to 3
HST-300	Western/American Intellectual and Social History	3
HST-301	American Foreign Relations	3
HST-302	American Political Parties	3
HST-312	Medieval Civilization	3
HST-320	American Economic History	3
HST-321	History of the Muslim-Christian Encounter	3
HST-341	History of England to 1688	3
HST-342	History of England 1688 - Present	3
HST-355	Modern Mexico	3
HST-361	History of Russia and Eastern Europe	3
HST-370	International Cultural Studies	3
HST-381	History of East Asia	3
HST-395	Renaissance and Reformation	3
HST-400	American Constitutional History	3
HST-442	World War II	3
HST-475	Independent Learning in History	1 to 3
HST-499	History Honors	3

Cognate (9 credits)

Nine credit hour cognate (group of courses from an appropriate second major or minor) or an additional nine hours of history courses.

Language Proficiency

NOTE: Students majoring in history (as their first major) will have the option of choosing to graduate with a B.A. or a B.S. degree. The sole difference is the language requirement. This option is a common practice at Christian colleges, as well as state schools. Students thinking seriously about graduate work in history will be advised to study a foreign language, graduating with the B.A. Those students pursuing the B.A. in history will be required to satisfy the following language proficiency requirement:

Proficiency in a non-native language at the intermediate level may be met by showing four years of high school foreign language with no grade below a "C," satisfactorily passing a language examination rated for the intermediate level of proficiency, or taking two years of college foreign language.

Declaring and Maintaining a History Major

In order to pursue History as a first or second major, students need to consult with the coordinator of the Department of History and Political Science and then declare a History major in the Registrar's Office. Students majoring or minoring in History must maintain no less than a 2.25 GPA in the History major/minor.

Transfer Credit

A maximum of 15 credit hours in history may be transferred toward the major.

History Minor

Requirements (24 credits)

Required Courses (9 credits)

HST-185	World History to 1500	3
HST-190	World History 1500 to Present	3
HST-290	Making History: Historians, Historical Techniques and Historiography	3

Regional Studies (9 credits)

Students choose three courses from the following:

One from U.S. History, one from European History, one from World History

HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	3
HST-256	Africa and the World	3
HST-280	History of Middle East and North Africa	3

Electives (6 credits)

HST	Two courses from list of electives with at least one numbered 300 level or above

Political Science - B.S.

Purpose

The Political Science major, offered by the Department of History and Political Science, enables students to develop skills in both theoretical and practical analysis, understanding, and evaluation of the changing nature, form, and function of governing arrangements, political processes, and the civil-social order. The major is designed to prepare students for one of the numerous careers in domestic government service and political organizations. Additionally, the Political Science major offers preparation toward teaching, research and graduate study for advanced degrees in political science and law (see Political Science Pre-Law (p. 223) section). (Political Science majors desiring to teach in secondary schools need to take a double major in Political Science and Social Studies Education.) The Political Science major often serves as a companion double major with Business, Communication Studies, Criminal Justice, Economics, English, History, Intercultural Studies, Mathematics, Psychology, Philosophy and Theology, Social Studies, Social Work, or Writing.

General Education Competencies

Students majoring in Political Science will complete the following General Education requirements and competencies with the listed courses. Where no course is specified, students are free to choose courses that meet the university requirements.

Communication Competency: COM-100 (division requirement)

Intercultural Competency: GEO-202 (core requirement)

Math Requirement: MAT-112, MAT-204, or MAT-305 (pre-requisite for Research Methods)

Social Sciences: POL-100 (pre-requisite for some upper division POL and HST courses), ECO-213 (core requirement)

Overview

The Political Science major consists of 33 credit hours in political science and a cognate area of 12 credit hours. The core of the program consists of required courses focusing on fundamental political science concepts and skill formation. The cognate can be a group of courses from a second major or a minor. Otherwise, the cognate credit hours must be completed from major electives, selected by students for professional preparation or personal enrichment.

Requirements (45 credits)

Common Core (15 credits)

Courses listed at the 100 or 200 level should be taken in the freshman/sophomore years. Courses 300 and above should be taken in the junior/senior years.

POL-100	American Government	3
POL-215	Foundations of Political Science	3
ECO-213	Macroeconomics	3
POL-322	Research Design and Methods in Political Science and Economics	3
POL-471	Political Science/International Relations Capstone	3

Lower-Division Courses (6 credits)

POL-200	State and Local Government and Politics	3
GEO-202	Political and Cultural Geography	3

Upper-Division Courses (12 credits)

A minimum of 12 credit hours of upper-division courses (numbered 300 or higher) offered by the department and selected from the following:

HST-301	American Foreign Relations	3
HST-400	American Constitutional History	3
POL-354	Foreign Governments	3
POL-355	American Political Processes	3
POL-365	Religion and Politics	3
POL-367	Political Thought	3

Cognate or Major Electives (12 credits)

Twelve credit hour cognate (group of courses from a second major or a minor) OR any courses listed below not previously taken. If the student does not have a second area of study, the major elective must be completed from the courses below:

Major Electives for all International Relations, Political Science and Political Science Pre-Law Majors, unless already part of required courses:

ECO-270	Comparative Economic Systems	3
ECO-315	Urban Economics and Policy	3
ECO-340	Globalization and Economic Development	3
ECO-365	Public Administration and Finance	3
ECO-454	International Economics	3
GEO-202	Political and Cultural Geography	3
HST-300	Western/American Intellectual and Social History	3
HST-301	American Foreign Relations	3
HST-302	American Political Parties	3
HST-400	American Constitutional History	3
INR-332	International Peace and Security	3
INR-375	Foreign Policy Analysis	3
INR-432	Global Governance	3
MAT-204	Applied Statistics I	3
MAT-304	Applied Statistics II	3
MAT-305	Statistics for Social Sciences	3
POL-200	State and Local Government and Politics	3
POL-220	Issues in Political Science	3
POL-230	World Politics	3

POL-232	Comparative Politics	3
POL-350	Political Science Practicum	1 to 3
POL-354	Foreign Governments	3
POL-365	Religion and Politics	3
POL-367	Political Thought	3
POL-371	International Studies	3
POL-399H	Honors College Thesis-Political Science	3
POL-401	Political Science Travel Seminar	3
POL-475	Independent Learning in Political Science	1 to 3

Declaring and Maintaining a Political Science Major

In order to pursue Political Science as a first or second major, students need to consult with the coordinator of the Department of History and Political Science and then declare a Political Science major in the Registrar's Office. Students majoring in Political Science need to achieve no less than a 2.5 GPA in the major to graduate with a Political Science degree.

Political Science Minor

Purpose

The Political Science minor enables students with an interest in domestic politics to enhance their primary major. This companion program is designed to accommodate students who are not able to complete a full double major, but who see the relevance of government and politics to their major course of study. Students interested in graduate study should consider a full major in the discipline.

Requirements (21 credits)

Common Core (6 credits)

POL-100	American Government	3
POL-215	Foundations of Political Science	3

Lower-Division Courses (6 credits)

POL-200	State and Local Government and Politics	3
GEO-202	Political and Cultural Geography	3

Upper-Division Courses (9 credits)

A minimum of 9 credit hours of upper-division courses (numbered 300 or higher) offered by the department and selected from the following:

HST-301	American Foreign Relations	3
HST-400	American Constitutional History	3
POL-354	Foreign Governments	3
POL-355	American Political Processes	3
POL-365	Religion and Politics	3
POL-367	Political Thought	3

Political Science Pre-Law - B.S.

The Political Science Pre-Law major, offered by the Department of History and Political Science, enables students to develop skills in both theoretical and practical analysis, understanding, and evaluation of the American federal system of jurisprudence and the constitutional nature of the civil-social order, in preparation for the Law School Admissions Test (LSAT).

Purpose

Students majoring in Political Science Pre-Law students are trained in the fundamentals of political science while receiving additional preparation in the foundations of American legal processes and procedures. Elective courses are designed to prepare students for specializations in legal studies. Additionally, students majoring in Political Science Pre-Law are encouraged to take

a second major. The following companion majors are frequently chosen by Pre-Law students: Business, Criminal Justice, Economics, English, History, Psychology, Philosophy and Theology, Social Work, and Writing.

General Education

Students majoring in Political Science Pre-Law will complete the following General Education requirements and competencies with the listed courses. Where no course is specified, students are free to choose courses that meet the university requirements.

Communication Competency: COM-100 (division requirement)

Intercultural Competency: GEO-202 (core requirement)

Math Requirement: MAT-112, MAT-204, or MAT-305 (pre-requisite for Research Methods)

Social Sciences: POL-100 (pre-requisite for some upper division POL and HST courses), ECO-213 (core requirement)

Overview

The Political Science Pre-Law major consists of 36 credit hours in political science and related fields and a cognate of 12 credit hours. The core of the program consists of required courses focusing on fundamental political and legal concepts and skill formation. The cognate can be a group of courses from a second major or a minor. Otherwise, the cognate credit hours must be completed from major electives, selected by students for professional and LSAT preparation or personal enrichment.

Requirements (48 credits)

Common Core (15 credits)

Courses listed at the 100 or 200 level should be taken in the freshman/sophomore years. Courses 300 and above should be taken in the junior/senior years.

POL-100	American Government	3
POL-215	Foundations of Political Science	3
ECO-213	Macroeconomics	3
POL-322	Research Design and Methods in Political Science and Economics	3
POL-471	Political Science/International Relations Capstone	3

Lower-Division Courses (9 credits)

POL-291	Introduction to Law	3
GEO-202	Political and Cultural Geography	3
POL-200	State and Local Government and Politics	3

Upper-Division Courses (12 credits)

A minimum of 12 credit hours of upper-division courses (numbered 300 or higher) offered by the department and selected from the following:

HST-301	American Foreign Relations	3
HST-400	American Constitutional History	3
POL-354	Foreign Governments	3
POL-355	American Political Processes	3
POL-365	Religion and Politics	3
POL-367	Political Thought	3

Cognate or Major Electives (12 credits)

Twelve credit hour cognate (group of courses from a second major or a minor) OR any courses listed below not previously taken. If the student does not have a second area of study, the major elective must be completed from the courses below:

Major Electives for Pre-Law Majors only:

BUS-210	Business Law	3
BUS-311	Advanced Business Law	3
CRJ-358	Criminal Law	3

CRJ-472	Court Procedures	3
PHL-285	Logic	3
POL-275	Pre-Law Tutorial Study	0 to 1

Students majoring in Political Science Pre-Law must sign up for POL-275 for 0 credits each semester. They may opt to take the tutorial for 1 credit in the semester the Law School Admission Test (LSAT) is completed.

Major Electives for all International Relations, Political Science and Political Science Pre-Law Majors, unless already part of required courses:

ECO-270	Comparative Economic Systems	3
ECO-315	Urban Economics and Policy	3
ECO-340	Globalization and Economic Development	3
ECO-365	Public Administration and Finance	3
ECO-454	International Economics	3
GEO-202	Political and Cultural Geography	3
HST-300	Western/American Intellectual and Social History	3
HST-301	American Foreign Relations	3
HST-302	American Political Parties	3
HST-400	American Constitutional History	3
INR-332	International Peace and Security	3
INR-375	Foreign Policy Analysis	3
INR-432	Global Governance	3
MAT-204	Applied Statistics I	3
MAT-304	Applied Statistics II	3
MAT-305	Statistics for Social Sciences	3
POL-200	State and Local Government and Politics	3
POL-220	Issues in Political Science	3
POL-230	World Politics	3
POL-232	Comparative Politics	3
POL-350	Political Science Practicum	1 to 3
POL-354	Foreign Governments	3
POL-365	Religion and Politics	3
POL-367	Political Thought	3
POL-371	International Studies	3
POL-399H	Honors College Thesis-Political Science	3
POL-401	Political Science Travel Seminar	3
POL-475	Independent Learning in Political Science	1 to 3

Declaring and Maintaining a Political Science Pre-Law Major

Pre-Law students need to consult with the Department of History and Political Science coordinator/Pre-Law advisor and then declare a Political Science Pre-Law major in the Residential Academic Services Office. Pre-Law students are expected to maintain no less than a 3.0 GPA in the Political Science Pre-Law major to graduate with the degree.

Social Studies - B.S. and Social Studies Education - B.S.

Purpose

The Social Studies major is offered by the Department of History and Political Science. The Social Studies major serves primarily as preparation toward teaching social studies in the senior high/junior high/middle schools and also serves as preparation for research and graduate study. Students desiring certified teaching credentials need to declare a Social Studies

Education (SSE) major. (See also the Education (p. 198) section of the catalog.) A major in Social Studies Education (SSE) with a minor in Psychology is an excellent combination for those desiring to take a master's degree in counseling and guidance in order to become guidance counselors in the secondary schools. Social Studies Education (SSE) majors often earn a second major in Economics, History, International Relations, or Political Science.

The Social Studies (SOS) major may be taken without teaching requirements by students who desire a broad exposure to the different fields of social science. This major often serves as a companion double major with Economics, History, International Relations and Political Science.

General Education Competencies

Completed in consultation with the School of Teacher Education (if SSE) and in reference to the general education requirements and competencies section under the Division of Social Sciences (p. 215).

Major Requirements

The Social Studies Education (SSE) major is 51-57 credit hours and the non-teaching Social Studies (SOS) major is 48 credit hours. The major includes required and elective courses in six social science disciplines: History, Geography, Government, Economics, Psychology and Sociology. Students majoring in either of these programs must complete one year of world history survey (rather than HST 180), one year of regional history survey, and three credit hours of upper-level history electives; American Government, Comparative Politics or World Politics, and six credit hours of political science electives, at least three credit hours of which must be upper-level. Students majoring in SOS will take nine credit hours in one of the following areas: Economics, Sociology, or Psychology as listed below. In order to meet teacher certification requirements, students majoring in SSE will follow a three-discipline or four discipline plan as listed in the Education section of the catalog. SSE majors are required to take an upper-division scholarship quality elective under both the *Historical Perspective* requirement (or HST290 may meet this requirement) and the *Government* requirement. Both the HST and POL upper-division scholarship quality courses will be determined by the SSE content supervisor in coordination with the School of Teacher Education.

Requirements for the Social Studies (non-education) major (48 credits)

Foundation Course (3 credits)

MAT-112	General Statistics	3
	General Education	52
	Social Studies Courses	36
	Social Studies Electives	12
	Electives	24
	TOTAL:	124

Electives

Depending on program configuration, take 3-4 upper-division classes from chosen disciplines.

Required (27 credits)

Historical Perspectives (12 credits)

HST-185	World History to 1500	3
HST-190	World History 1500 to Present	3
HST-290	Making History: Historians, Historical Techniques and Historiography	3
HST	Elective (300 or 400 level)	3

Choose any two of the following four courses:

HST-211	American Civilization to 1865	3
HST-212	American Civilization after 1865	3
HST-256	Africa and the World	3
HST-280	History of Middle East and North Africa	3

Government (12 credits)

POL-100	American Government	3
POL-232	Comparative Politics	3

	or	
POL-230	World Politics	3
POL-322	Research Design and Methods in Political Science and Economics	3
	or	
ECO-322	Research Design and Methods in Political Science and Economics	3
POL	Elective	3
	POL Elective (300 or 400 level)	3

Geography (3 credits)

GEO-202	Political and Cultural Geography	3

Choose ONE of the following (Economics, Sociology, or Psychology) (9 credits):**Economics (9 credits)**

ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
	ECO Elective (300 or 400 level)	3

Sociology (9 credits)

SOC-150	Introduction to Sociology	3
SOC-210	Intergroup Relations	3
SOC	Elective	3
SOC	Elective	3
SOC	Elective (300 or 400 level)	3

Psychology (9 credits)

PSY-150	General Psychology	3
PSY	Elective	3
PSY	Elective	3
	Elective (300 or 400 level)	3

Declaring and Maintaining a Social Studies Major

In order to pursue a non-teaching Social Studies (SOS) major, students need to consult with the coordinator of the Department of History and Political Science and then declare a Social Studies (SOS) major in the Registrar's Office. Students majoring in Social Studies must maintain no less than a 2.25 GPA.

Declaring and Maintaining a Social Studies Education Major

Students desiring certification to teach social studies in the senior high/junior high/middle schools (grades 5-12) must take a Social Studies Education (SSE) major. In order to pursue a Social Studies Education (SSE) major, students need to consult with the coordinator of the Department of History and Political Science and with the director of secondary education in the School of Teacher Education and then declare a Social Studies Education (SSE) major in the Registrar's Office. Students majoring in Social Studies Education (SSE) must maintain no less than a 2.75 cumulative GPA and no less than a 3.00 major GPA in social studies education.

See the Education section of the catalog for a list of specific courses required for the Social Studies Education Major.

School of Physical and Applied Sciences

The School of Physical and Applied Sciences is a blend of disciplines producing students prepared to enter roles as teachers, researchers, administrators, health care providers, and valuable members of society in a broad variety of modalities. The titles of the three divisions demonstrate the spectrum of fields represented within SPAS:

Behavioral Sciences Division (p. 228)

Natural Sciences Division (p. 240)

Mathematics, Engineering, and Computer Science Division (p. 266)

Each of these divisions contains a number of specialized departments or majors that allow students to prepare for careers serving God by serving those He created. Our focus on equipping students for life-long learning means that the time spent within SPAS results in the laying of a solid foundation on which all future learning can be built. The outstanding success of our graduates reflects the quality of the learning that has occurred during their time here.

Behavioral Sciences Division

The Behavioral Sciences Division offers the following majors and minors. Some majors require criminal background checks. The fees for these checks are the responsibility of the student.

Addictions Counseling - B.S.

Purpose

The addictions counseling program mission is to develop professionals who understand the bio-psycho-social-spiritual correlates of substance use disorders and are capable of facilitating appropriate interventions with affected individuals, families and communities. The courses are intended to establish a solid understanding of the dynamics of addiction as well as the evidence-based clinical practices used to treat these disorders. Students will become knowledgeable of the current scientific literature and the diverse perspectives on the nature and treatment of addictions. The program seeks to balance didactic and experiential learning opportunities. The program also partners with other majors that prepare students for the helping professions. Students majoring in Psychology, Criminal Justice, Social Work, Sociology, Nursing, or Education will likely find addictions courses helpful in preparing to meet the needs of the populations that they will encounter in their professional endeavors. The program meets nationally established standards, and prepares students to meet licensure requirements for alcohol and drug counselors in Indiana and many other states. Students interested in licensure in certain states should review the specific requirements and guidelines for those states.

The addictions counseling program seeks to emphasize Christian commitment and compassionate service in a manner that resonates with the "heart" of the University and our world-changing focus. The addictions counseling major promotes development in the areas of Christian character, critical thinking, oral/written communication, analytical reasoning, scholarship, and the awareness of diversity issues. Successful graduates will evidence a comprehensive understanding of addictive behavior, the capacity to facilitate effective client interventions, and a commitment to ethical standards, cultural sensitivity, and a Christian worldview.

Admission to the Major

Students should apply to the major before taking any course above the ADC 200 level and must have completed or be currently enrolled in ADC-210 and ADC-212. Admission to the major requires completion of an application, and a formal interview with the Addictions Counseling Committee. The Addictions Counseling Committee reserves the right to deny any student admission to the major who fails to demonstrate adequate academic, personal, or pre-professional effectiveness.

Continuation of the Major

Students should maintain a 2.5 cumulative GPA and a 3.0 GPA in Addictions. Failure to do so may necessitate repeating courses or withdrawal from the Addictions major. Students must also demonstrate appropriate pre-professional readiness before being placed in a field practicum placement.

Requirements

The addictions counseling major consists of 30 hours in addictions, 12 hours in psychology and 3 hours in sociology for a total of 45 credit hours. Students in this major meet the general education competencies by taking the approved standard courses.

Requirements (45 credits)

Required Courses

ADC-210	Addictions Theory	3
ADC-212	Psychopharmacology	3
ADC-291	Urban Encounter for the Helping Profession	1
ADC-310	Addictions Counseling Skills	3
ADC-320	Theory and Practice of Group Counseling	3

ADC-330	Counseling Addicted and Dysfunctional Family Systems	3
ADC-458	Addiction Programs and Professional Development	3
ADC-461	Addictions Counseling Practicum I	2 to 3
ADC-462	Addictions Counseling Practicum II	3
ADC-463	Addictions Counseling Practicum III	3
PSY-250	Developmental Psychology	3
	or	
PSY-251	Child Development	3
	or	
PSY-252	Adolescent Growth and Development	3
PSY-322	Physiological Psychology	3
PSY-366	Psychology of Abnormal Behavior	3
PSY-370	Theories of Personality	3
SOC-210	Intergroup Relations	3

Select 3 courses

ADC-411	Addictions Seminar-Prevention	1
ADC-412	Addictions Seminar-Eating Disorders	1
ADC-413	Addictns Seminar-Sexual Addictions	1
ADC-414	Addictions Seminar-Pathological Gambling	1

3 + 2 Option**Required Courses**

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3

Addictions Studies Minor

The Addictions Studies minor consists of 24 credit hours with 18 hours in addictions, 3 hours in psychology, and 3 hours in sociology.

Requirements (24 credits)**Addictions Required Courses (18 credits)**

ADC-210	Addictions Theory	3
ADC-212	Psychopharmacology	3
ADC-310	Addictions Counseling Skills	3
ADC-320	Theory and Practice of Group Counseling	3
ADC-330	Counseling Addicted and Dysfunctional Family Systems	3
ADC-458	Addiction Programs and Professional Development	3

Psychology Required Course (3 credits)

PSY-366	Psychology of Abnormal Behavior	3

Sociology Required Course (3 credits)

SOC-210	Intergroup Relations	3

Addictions Counseling Certificate

The Addictions Counseling certificate consists of 12 credit hours in addictions counseling. It is designed to help students in other majors enhance their knowledge of addictions so that they can better serve those who struggle with them.

Requirements (12 credits)

Addictions Required Courses (9 credits)

ADC-210	Addictions Theory	3
ADC-212	Psychopharmacology	3
ADC-310	Addictions Counseling Skills	3

Elective Courses (3 credits)

Choose one of the following:

ADC-320	Theory and Practice of Group Counseling	3
ADC-330	Counseling Addicted and Dysfunctional Family Systems	3
ADC-458	Addiction Programs and Professional Development	3

Addictions Studies - A.S.

Associate Degree in Addiction Studies

This degree is intended for those who plan to pursue pre-professional and support positions in the addictions field. It is anticipated that these individuals will work under the supervision of physicians, nurses, psychologists, and social workers. The academic requirements of this degree are commensurate with the Addictions Studies Minor (p. 229). A bachelor's degree is strongly recommended for those who wish to become counselors.

Criminal Justice - B.S.

Purpose

The curriculum of the Criminal Justice major is designed to prepare students for positions in law enforcement, probation and other court services, corrections, or one of the many other agencies connected with the criminal justice system.

The Criminal Justice major helps students understand three areas that comprise the criminal justice system: law enforcement, the courts, and corrections. A major objective of the program is to provide a biblical Christian response to three basic questions: What conduct is (or should be) prohibited by law? How is it determined that a person is guilty of such conduct? What is (or should be) done with those who are found guilty?

A required practicum gives senior students on-site experience through placement with a police or sheriff department, probation department, prosecutor's office, or another agency.

The Criminal Justice major can be combined with other coursework to prepare students for law school or graduate studies in criminal justice. The major is often combined with another discipline, allowing a student to graduate with a double major. Sociology, political science, psychology, addictions counseling, business, history, and Spanish are excellent combinations with criminal justice.

Requirements

The Criminal Justice major consists of 41 hours.

Requirements (41 credits)

Required Core Courses (20 credits)

CRJ-181	Introduction to Criminal Justice	3
BIO-109	Forensic Science (with Lab)	4
CRJ-202	Introduction to Corrections	3
CRJ-246	Criminology	3
CRJ-268	Crisis Intervention	3
CRJ-485	Practicum in Criminal Justice	3
CRJ-490	Criminal Justice Senior Seminar	1

Criminal Justice Electives (21 credits)

Any other courses with a CRJ prefix. A minor in CRJ consists of 24 credit hours in selected CRJ courses.

General Education Competencies

Students in this major meet the general education competencies by taking the approved standard courses.

Criminal Justice Minor

Requirements (18-24 credits)

Course subject codes of CRJ must be used to meet the 18-24 credit hour requirement for this minor. A grade-point average of 2.0 or higher, or as defined in each minor, must be earned in courses specified in the minor. No more than three hours may be shared between a minor and a certificate. A maximum of six hours of credit may be shared between a minor and a major if permitted by the programs of study. A minor must include at least 15 unduplicated hours in any other major or minor.

National Security Studies Minor

Students in the Minor of National Security Studies program will identify the primary theoretical, political, and organizational structures that compose the national security landscape; and analyze the effects of globalization upon the world political system, identifying the roles and interactions of both state and non-state actors. Students will evaluate the global security landscape relating to transnational safety and security issues, integrating legal, ethical, and biblical frameworks with the analysis of global affairs and conflict. Students will also demonstrate communication skills in a diverse, globalized, and changing technological context and conduct research and analysis based on their chosen major course of study.

Requirements (24 credits)

Required Courses (24 credits)

COM-280	Intercultural Communication	3
CRJ-308	Developing a Culture of Preparedness	3
CRJ-322	Terrorism and Counter-Terrorism	3
CRJ-340	Intelligence and National Security	3
INR-332	International Peace and Security	3
POL-100	American Government	3
POL-230	World Politics	3
POL-322	Research Design and Methods in Political Science and Economics	3
	or	
COM-227	Research Methods in Communication	3
	or	
PSY-355	Research Methods for the Behavioral Sciences	3

Pre-Art Therapy - B.S

Pre-Art Therapy Major

This program is designed for students interested in applying art skills and counseling skills together in a therapy setting. It is a pre-graduate program with courses in the art and psychology fields.

The undergraduate major in Pre-Art Therapy includes 30 credit hours in psychology and 30 credit hours in art with the following designated courses:

Requirements (60 credits)

Art Courses (30 credits)

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-120	OBS/REP 2: Empirical Drawing	3
ART-131	Ideation/Interpretation 2	3
ART-241	Ceramics I	3
ART-343	Ceramics II	3
ART-331	Representational Painting	3
ART-332	Paint Materiality	3
ART-251	Sculpture I	3

ART-101, ART-111, ART-120, ART-131, ART-241, and ART-331: Courses required prior to "mid-point review."

ART-331 may be repeated up to 4 times.

Choose one course in Art History:

ART-381	Art History I	3
ART-382	Art History II	3
ART-383	Early Renaissance	3
ART-385	Baroque Art	3
ART-386	Nineteenth Century Art	3
ART-387	Art of Modern Europe	3
ART-476	Art Enrichment	3

Additional art courses recommended:

ART-133	Color	3
ART-281	Commercial Layout and Design	3
ART-351	Sculpture II	3
ART-441	Ceramics III	3

Psychology Courses (30 credits)

PSY-150	General Psychology	3
PSY-152	General Psychology II	3
PSY-210	Introduction to Art Therapy	3
PSY-250	Developmental Psychology	3
	or	
PSY-251	Child Development	3
	or	
PSY-252	Adolescent Growth and Development	3
PSY-355	Research Methods for the Behavioral Sciences	3
PSY-366	Psychology of Abnormal Behavior	3
PSY-370	Theories of Personality	3
PSY-484	Pre-Art Therapy Practicum	3
PSY-485	Theories of Counseling	3

Choose an additional Psychology elective (at least 3 credits):

PSY-225	Learning and Motivation	3
PSY-322	Physiological Psychology	3
PSY-371	Family Systems Therapy	3
PSY-380	Cognitive-Behavioral Counseling	3
PSY-390	Psychology Seminar	1
PSY-487	Techniques of Counseling	3

Psychology - B.S.

Purpose

Psychology courses are designed to give students a solid foundation in the discipline, and broad exposure to several areas of psychology in an effort to provide students with many career options. Students may choose to pursue careers in mental health, school guidance, clinical psychology, teaching, human resources, or further graduate study. A strong emphasis is made on integrating principles of Christianity and psychology and promoting their practical applications.

General Education Competencies

Students in Psychology meet the general education competencies by taking the approved standard courses, including options of COM-352 and MAT-305.

Admission to the Psychology Major

Admission to the Psychology major requires a formal screening process separate from initial declaration of intent to major in Psychology. The process includes successfully passing PSY-290, completion of an application and an interview after completion of at least seven hours of lower-level psychology courses.

Continuation in the Psychology Major

Students must maintain a 2.5 cumulative GPA and a 2.5 GPA in their Psychology coursework. Failure to do so may necessitate repeating courses or withdrawal from the Psychology major.

Personal Qualities

Students must evidence virtuous character representative of the Christian principles on which Indiana Wesleyan University is established.

The Psychology Department faculty reserves the right to deny any admission to the major who in its judgment fails to demonstrate adequate academic, personal, or pre-professional effectiveness.

Requirements for Single Majors (48-49 credits)

Required Core Courses (39-40 credits)

PSY-150	General Psychology	3
PSY-152	General Psychology II	3
PSY-225	Learning and Motivation	3
	or	
PSY-327	Learning and Cognition	3
PSY-290	Psychology Seminar	1
PSY-291	Urban Encounter for the Helping Profession	1
PSY-250	Developmental Psychology	3
	or	
PSY-251	Child Development	3
	or	
PSY-252	Adolescent Growth and Development	3
PSY-322	Physiological Psychology	3
MAT-305	Statistics for Social Sciences	3
PSY-355	Research Methods for the Behavioral Sciences	3
PSY-360	Social Psychology	3
PSY-366	Psychology of Abnormal Behavior	3
PSY-390	Psychology Seminar	1
PSY-370	Theories of Personality	3
	or	
PSY-485	Theories of Counseling	3
PSY-385	Psychology Practicum	2 to 3
PSY-493	Integration of Psychology and Christianity	3

PSY-250: Strongly recommended.

MAT-305: Counts as general education MAT requirement for Psychology majors.

Electives (9 credits)

PSY	Elective	3
	Behavioral Science Electives	6

Elective Options Recommended

ADC-212	Psychopharmacology	3
ADC-320	Theory and Practice of Group Counseling	3
CRJ-268	Crisis Intervention	3
PSY-210	Introduction to Art Therapy	3
PSY-250	Developmental Psychology	3
PSY-251	Child Development	3
PSY-252	Adolescent Growth and Development	3
PSY-370	Theories of Personality	3
PSY-371	Family Systems Therapy	3
PSY-380	Cognitive-Behavioral Counseling	3
PSY-485	Theories of Counseling	3
PSY-487	Techniques of Counseling	3
PSY-490	Senior Capstone	1
PSY-495	History and Systems of Psychology	3
PSY-475	Special Topics	1 to 3
PSY-473	Supervised Practicum	1 to 3
PSY-471	Faculty/Student Collaborative Research Psychology: Research	1 to 3

Requirements for Double Majors (42-43 credits)

Required Core (39-40 credits)**Psychology Electives (3 credits)****Psychology Minor**

The Psychology minor (or teaching minor public school certification) may be earned by meeting the following requirements:

Minor Requirements (24 credits)

Course subject codes of PSY must be used to meet the 24-credit hour requirement for this minor. No more than three hours may be shared between a minor and a certificate. A maximum of six hours of credit may be shared between a minor and a major if permitted by the programs of study. A minor must include at least 15 unduplicated hours in any other major or minor.

Child Life Specialization

This specialization will require a Psychology or Social Work major and the following elective courses.

Psychology majors have many elective options within their major. This concentration in Child Life requires the following electives to their major. Many Psychology majors take these classes on a regular basis as electives but for this specialization, these 5 electives are required.

- Per the Child Life Council, students wishing to sit for the Child Life Specialist Certification Examination after January 2019 and before 2022 must fulfill the following requirements:
- Hold a minimum of a bachelor's degree in any field of study
- Complete 10 college courses in the following areas with the minimum number of courses for each category listed in parentheses:
 - Child Life (1)
 - Child Development (2)
 - Family Systems (1)

- Therapeutic Benefits of Play (1)
- Loss/Bereavement or Death/Dying (1)
- Research (1)
- Additional courses in Child Life or related content area (3)

Requirements

One of these courses

PSY-250	Developmental Psychology	3
PSY-251	Child Development	3
PSY-252	Adolescent Growth and Development	3

Required

PSY-315	Child Life	3
PSY-371	Family Systems Therapy	3
SOC-410	Sociology Seminar	3
PSY-335	Introduction to Play Therapy	3

Required Practicum

PSY-385	Psychology Practicum	2 to 3

Social Work - B.S.W.

Mission Statement

The mission of the Social Work program is to prepare social work students for generalist entry-level practice and provide opportunities for students to become world changers who have a desire to integrate personal faith and learning to maximize one's ability to be of service to one's fellow human beings.

Core Competencies

Upon completion of the Social Work program at Indiana Wesleyan University, students will be able to demonstrate the following core competencies within the framework of the generalist model of social work practice:

- Provide opportunities for the integration of Christian principles within the context of professional social work values and ethics.
- Demonstrate ethical and professional behavior.
- Engage in diversity and difference in social practice.
- Advance human rights and social, economic, and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage, Assess, Intervene, Evaluate with individuals, families, groups and organizations.

Students wishing to continue graduate education may be eligible for advanced standing at many graduate schools of social work. Graduates of the Social Work program are eligible to become full members of the National Association of Social Workers (NASW) and National Association of Christian Social Workers (NACSW). Indiana Wesleyan University's Social Work program is accredited by the Council on Social Work Education (CSWE); phone 703-683-8080.

Throughout the curriculum, theory and practice are integrated through a variety of classroom experiences and agency settings. Students are required to become active within the community in a variety of capacities throughout the program. Students are required to complete 90 volunteer hours prior to field placement. The senior field placement involves working 32 hours per week in a social service agency under the supervision of a professional social worker. According to CSWE the field placement is the signature pedagogy of Social Work program professional development.

Admission to the Social Work Program

Student admission to the Social Work program is a formal process separate from the initial declaration of Social Work as a major. The process includes successful completion of the Introduction to Social Work course and completion of 45 credit

hours with a cumulative grade-point average of 2.5 at the time of application to the program. The student will then be interviewed by the Social Work Admissions Committee made up of Social Work Faculty and Community Advisory Board members. Based on the interview, letters of reference, and other application materials, the committee decides whether to grant admission into the program. Any unfavorable decision may be appealed by following the grievance procedures on file in the department and student handbook.

General Education Competencies

Students in this major meet the general education competencies by taking the approved standard courses.

Requirements (70 credits)

General Education Courses

ECO-211	Introduction to Economics	3
POL-200	State and Local Government and Politics	3
PSY-150	General Psychology	3
MAT-305	Statistics for Social Sciences	3

Take 1 of the following Lab Sciences:

BIO-102
BIO-106
BIO-107
BIO-109
BIO-111

ECO-211, POL-200, PSY-150, MAT-305; BIO-102/L, BIO-106/L, BIO-107, BIO-109, BIO-111/L: Counts as required general education courses for Social Work majors with a grade of "C" or above.

BIO-111/L: Students with a double major in Psychology are encouraged to choose this option.

Required Courses

SOC-150	Introduction to Sociology	3
SOC-152	Social Problems	3
SOC-210	Intergroup Relations	3
SOC-482	Social Research	3
SWK-170	Introduction to Social Work	3
SWK-291	Urban Encounter-Helping Professions	1
SWK-335	Social Welfare Organization	3
SWK-336	Social Policy	3
SWK-342	Human Behavior and the Social Environment I	3
SWK-343	Human Behavior and the Social Environment II	3
SWK-355	Social Work Practice I	3
SWK-356	Social Work Practice II	3
SWK-357	Social Work Practice III	3
SWK-366	Social Work Field Placement I	3 to 6
SWK-370	Social Work Field Placement Seminar I	3
SWK-466	Social Work Field Placement II	6 to 9
SWK-470	Social Work Field Placement Seminar II	3

SOC-150, SOC-152, and SOC-210 require a minimum grade of "C".

Entrance Requirements

Along with submission of an application and SAT or ACT scores to the director of admissions, the student must declare social work as his or her choice of major. High school courses which provide a good foundation for the study of social work include social studies, sociology, psychology, American government, economics, English, writing, and communications.

Admission to the Social Work Program

The admission of students to the Social Work program is a formal process separate from the initial declaration of Social Work as a major. The process includes successful completion of the Introduction to Social Work course and completion of 45 credit hours with a cumulative grade-point average of 2.5 at the time of application to the program. The student will then be interviewed by the Social Work Admissions Committee made up of Social Work Faculty and Community Advisory Board members. Based on the interview, letters of reference, and other application materials, the committee decides whether to grant admission into the program. Any unfavorable decision may be appealed by following the grievance procedures on file in the department and student handbook.

Admission to Field Placement Internships

During the second semester of the junior year, each student is required to complete a Social Work Field Practicum Application. Students will be interviewed by the Director of Field Instruction and committee. Students are required to complete 90 hours of volunteer experience prior to being accepted into the Field Placement experience. This documentation is submitted along with the Field Practicum Application. Field Placement options are discussed and a tentative plan is created for Field Placement based on the student's interest and needs.

Continuation in the Social Work Program

The social work faculty reserves the right to request the withdrawal of any student whose performance make it inadvisable to continue in the program. All decisions regarding continuation in the program are based on the recommendations of the Social Work Admissions Committee.

Students who receive a grade of less than a "C" in any course required for the social work major must repeat the course. Students must maintain a minimum overall grade-point average of 2.5 and a minimum of 2.7 in the major. A senior must present a grade-point average of 2.7 in the field placement experience and a cumulative grade-point average of 2.5 in order to graduate. Juniors or seniors who fall below this minimum grade-point average will be placed on probation for the following semester. Failure to raise the grade-point average to 2.5 could then result in dismissal from the program.

Social Work - M.S.W.

MSW Program Description

The IWU MSW Program is a residential hybrid course of study that offers a personal, professional and innovative experience for all learners seeking to practice social work at the advanced practice level. Students will receive an integrative practice approach to the social work profession while learning to draw on individual and community strengths to work toward social justice in their respective communities. Advanced Practice social workers employ a range of problem-solving processes and clinical and research-based theories while using the skills of assessment, planning, contracting, implementation, evaluation and termination as they work with various client systems to enhance functioning and improve well-being.

The MSW program provides a biblical perspective on social and economic justice and the intrinsic worth of all people. The foundation year provides generalist social work theory, practice, policy, and research perspectives. The advanced practice year provides theory, practice, policy, and research in advanced social work practice with an emphasis on clinical skills.

Students may enter the program in the Standard Track if they do not have an undergraduate social work degree from an accredited program. The program provides shorter term or longer-term enrollment options. Advanced standing may be granted to students who have a BSW degree from an accredited social work program and have achieved a GPA of 2.7 or higher in the last seven years.

All course work in the residential hybrid program is taken in sequence as part of a cohort group. Courses follow the traditional semester-based format. Four courses are taken in the fall semester. Two courses are taken in the spring semester along with 6 credits of field placement. Students walk in graduation during the April ceremony, however, they do not receive their diploma until they complete 6 additional credits of field placement during summer term.

The Mission

The mission of the MSW Program is to prepare social work students for advanced social work practice with an emphasis on clinical skills and provide opportunities for students to become world changers who have a desire to integrate personal faith and learning to maximize their ability to serve their fellow human beings. The program is committed to creating a personal, professional and innovative experience in the online environment.

Requirements

Standard Track (60 hours)

Year One:

SWK-542	Human Behavior and Social Environment	3
SWK-555	Social Work Practice I	3
SWK-543	Social Welfare and Policy	3
SWK-556	Social Work Practice II	3
SWK-560	Social Work Field Placement and Seminar I	3
SOC-582	Social Research	3
SWK-561	Social Work Field Placement and Seminar II	3
SWK-557	Generalist Practice With Communities and Organizations	3
SWK-562	Social Work Field Placement and Seminar III	3
SWK-563	Social Work Field Placement and Seminar IV	3

Year Two:

SWK-661	Research Proposal I: Problem Formation Process	3
SWK-650	Mental Health and Psychopathology	3
SWK-655	Advanced Interpersonal Practice	3
SWK-666	Advanced Field Placement and Seminar I	3
SWK-656	Advanced Practice With Families and Groups	3
SWK-667	Advanced Field Placement and Seminar II	3
SWK-662	Research Proposal II: Research Methods and Write-up	3
SWK-668	Advanced Field Placement and Seminar III	3
SWK-660	Social Welfare Policy and Program Development	3
SWK-669	Advanced Field Placement and Seminar IV	3

Advanced Standing Track (30 hours)

SWK-661	Research Proposal I: Problem Formation Process	3
SWK-650	Mental Health and Psychopathology	3
SWK-655	Advanced Interpersonal Practice	3

SWK-666	Advanced Field Placement and Seminar I	3
SWK-656	Advanced Practice With Families and Groups	3
SWK-667	Advanced Field Placement and Seminar II	3
SWK-662	Research Proposal II: Research Methods and Write-up	3
SWK-668	Advanced Field Placement and Seminar III	3
SWK-660	Social Welfare Policy and Program Development	3
SWK-669	Advanced Field Placement and Seminar IV	3

Sociology Minor

Requirements (24 credits)

No more than three hours may be shared between a minor and a certificate. A maximum of six hours of credit may be shared between a minor and a major if permitted by the programs of study. A minor must include at least 15 unduplicated hours in any other major or minor. A certificate will consist of at least 12 hours with no more than three hours duplicated with a minor and no more than six hours duplicated with a major.

Required Courses (12 credits)

SOC-150	Introduction to Sociology	3
SOC-152	Social Problems	3
SOC-200	Marriage and Family	3
SOC-225	Cultural Anthropology	3

Electives from the following (12 credits):

SWK-170	Introduction to Social Work	3
PSY-250	Developmental Psychology	3
	or	
PSY-251	Child Development	3
	or	
PSY-252	Adolescent Growth and Development	3
SOC-210	Intergroup Relations	3
SOC 246	Criminology	3
CED-354	Working With Children	3
COM-352	Interpersonal Communication	3
SOC-360	Social Psychology	3

Electives that also comprise the Child Advocacy Studies Certificate

SWK-205	Child Maltreatment	3
SWK-250	Global Child Advocacy Issues	3
SWK-340	Sociology of Child Poverty	3
CRJ-452	Interpersonal Violence	3

Other classes to be approved by Sociology Department Chair and Division Chair.

Child Advocacy Studies Certificate

Program Description

The Child Advocacy Studies certificate is designed as a supplemental certificate program sponsored within the Behavioral Sciences Division to provide students with education specifically focused on developing knowledge to respond to child maltreatment. The certificate focuses on developing students' understanding of the numerous factors that lead to child

maltreatment, and of existing responses to incidents of child maltreatment, in order that they may work more effectively within systems and institutions that respond to these incidents. The certificate will prepare students studying to become social workers, law enforcement professionals, nurses, educators, pastors, and youth leaders who work with maltreated children to understand and respond with knowledge to the issues surrounding child maltreatment. The systematic training will also support and enhance the education that is required for these various professionals. This interdisciplinary, ethical, and culturally sensitive content provides “professionals in training” working with children a common knowledge base for responding to child maltreatment. This certificate will also become a resume enhancement as students enter the helping professions.

Requirements (12 credits)

Required Courses

SWK-250	Global Child Advocacy Issues	3
SWK-340	Sociology of Child Poverty	3
SWK-205	Child Maltreatment	3
CRJ-452	Interpersonal Violence	3
	or	
SWK-452	Interpersonal Violence	3

Natural Sciences Division

The Natural Sciences Division offers the following majors and minors.

Biology Programs

- Biology - B.S. (p. 241)
- Biology Minor (p. 242)
- Biology - A.S. (p. 243)
- Biology Education (p. 243)
- Environmental Science - B.S. (p. 243)
- Environmental Science Minor (p. 245)
- Medical Technology - B.S. (p. 246)

Chemistry Programs

- Biochemistry - B.S. (p. 247)
- Biochemistry ACS - B.S. (p. 248)
- Chemistry - B.S. (p. 250)
- Chemistry ACS - B.S. (p. 251)
- Chemistry Minor (p. 253)
- Chemistry - A.S. (p. 253)
- Chemistry - A.B. (p. 252)
- Chemistry Education (p. 253)

Physics Programs

- Physics Major - B.S. (p. 253)
- Physics Minor (p. 254)

Pre-Engineering Program

See the Mathematics, Engineering, and Computer Sciences Division (p. 266) section of the catalog for specific information regarding the Pre-Engineering program.

Pre-Health Care Sciences (Non-Nursing) Programs

- Pre-Athletic Training (p. 256)
- Pre-Chiropractic Medicine (p. 256)
- Pre-Dentistry (p. 256)
- Pre-Medicine (Allopathic/Osteopathic/Podiatric) (p. 256)
- Pre-Occupational Therapy (p. 256)
- Pre-Optometry (p. 256)
- Pre-Pharmacy (p. 256)
- Pre-Physical Therapy (p. 256)
- Pre-Physician Assistant (p. 256)
- Pre-Public Health (p. 256)

Pre-Speech Pathology/Audiology (p. 256)
 Pre-Veterinary Medicine (p. 256)
 (p. 256)

Biology Programs

The curricula of the Biology Department support the efforts of a wide range of career opportunities. In addition to providing general background for minors in Biology and developing scientific competence in its own majors, the Biology Department provides curricula for Pre-Health Care Sciences (Non-Nursing) program and support courses for other divisional majors with science requirements. We seek to prepare students who major in Biology for (1) graduate studies in biology; (2) entrance into related professional schools of medicine, dentistry, optometry, pharmacy, physical therapy, etc.; and (3) entry-level positions in related fields as laboratory assistants or technicians. The complete biology curricular outline is available upon request.

Related Curricula

The Pre-Health Care Sciences (Non-Nursing) program curricula and the nursing curricula may be found in the Natural Sciences/Health and Human Performance and School of Nursing sections, respectively. In addition to the curriculum for majors, pre-health care science, and pre-nursing students, the Biology Department provides science curriculum to prepare students in other majors like science education, careers in business, or other careers that may demand a knowledge of scientific information. The Biology Department also offers a four-year medical technology program in cooperation with affiliated hospitals.

Science Education majors will complete certain courses within the Biology major as one of the possible content areas leading toward teacher certification. Professionalization of this certification occurs in the Division of Education curricula with the choice of either the single field Biology major or the dual field Biology/Chemistry major. Other campus divisions of study will advise students into service courses that meet their needs for science training related to other career paths.

Biology - B.S.

Mission

The Biology Department at Indiana Wesleyan University is committed to the belief that all truth is God's truth. To that end, we endeavor to instill students with biological knowledge, technical skill, and a Judeo-Christian disposition, empowering them to positively impact the world around them.

Requirements for the Biology major (B.S.)

A major in Biology requires 52 hours of coursework (42 hours in biology and 10 hours in chemistry). Only courses numbered 125 and above may be applied toward the major or a minor in biology. All prerequisite courses require a grade of "C" or better. Students are not allowed to register for classes with numbers > 300 if their GPA is below 2.5.

To begin taking classes toward the Biology major, students must be eligible to take ENG-120 and have achieved the following:

Math SAT 480 or above (or MAT-120)

ACT Math score of 21 or above (or MAT-120)

Standards Required to Enter the Gateway Courses:

BIO-125 and CHE-125 are the first courses taken in the major. The standards required to take each of these courses are as follows:

BIO-125 - Completion of BIO-100 with a grade of "C" or better **OR** Math SAT 480 or above; **OR** CHE-110 with a grade of "C" or better.

CHE-125 - Completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or RSAT Math (510 or above); or ACT Math (21 or above).

Requirements (52-57 credits)

Biology Core (30 credits)

BIO-125	Principles of Biology	4
BIO-201	Animal Biology	4
BIO-202	Plant Biology	4
BIO-301	Ecology	3

BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
BIO-351	Cellular Biology	3
BIO-412	Genetics	3
BIO-490	Biology Senior Seminar	1

BIO-125: Gateway Course

Chemistry Core (10 credits)

CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5

CHE-125: Gateway Course

Biology Electives (Choose five totaling 12-17 credits)

BIO-204	Ornithology	3
BIO-213	Microbiology	4
BIO-220	Field Biology and Natural History	3
BIO-302	Entomology	3
BIO-303	Marine Ecology	3
BIO-317	Advanced Crops and Society	4
BIO-323	Medical Microbiology	3
BIO-325	Sustainable Tropical Agriculture	4
BIO-330	Histology	3
BIO-396	Advanced Topics in Biology	1 to 4
BIO-411	Vertebrate Development	4
BIO-413	Virology	3
BIO-414	Cadaver Anatomy	4
BIO-432	Molecular Biology	4
BIO-440	Immunology	3
CHE-430	Biological Chemistry I	3
CHE-432	Biological Chemistry II	4
Au Sable or CC	courses above 200	

BIO-395 Professional Observation does not count as a biology elective

Highly recommended for those planning to apply to medical or graduate schools in sciences

CHE-235	Organic Chemistry I	4
	and	
CHE-236	Organic Chemistry II	4
PHY-211	General Physics I	4
	and	
PHY-212	General Physics II	4
	or	
PHY-221	University Physics I	4
	and	
PHY-222	University Physics II	5
MAT-253	Calculus I	4
MAT-204	Applied Statistics I	3

Biology Minor

Requirements (24 credits)

Required Courses

BIO-125	Principles of Biology	4

BIO-201	Animal Biology	4
	Additional BIO electives at or above the 200 level	15
BIO-490	Biology Senior Seminar	1

(All prerequisite courses require a grade of "C" or better.)

Biology Courses at Au Sable Institute

Indiana Wesleyan University is a participating university affiliated with Au Sable Institute for Environmental Studies near Mancelona, Michigan. The institute is located in the north woods country of Michigan's Lower Peninsula. Its property fronts on a 215-acre oligotrophic lake and is surrounded on three sides by thousands of acres of state forests. The human and natural resources available to students through Au Sable Institute's programs in teaching and research are extensive and outstanding. Students interested in an outdoor/environmental emphasis in their major should ask their advisor about planning for this opportunity.

Indiana Wesleyan University students enrolling in these courses are eligible for fellowships and grants-in-aid when recommended by the Indiana Wesleyan/Au Sable Institute faculty representative.

Students registering at IWU for courses offered at Au Sable Institute will use the current corresponding Au Sable course numbers. Complete, up-to-date course listings are available online. For more information, visit <http://www.ausable.org>.

Biology - A.S.

Associate of Science

The Associate of Science degree requirements are the same as the Biology minor (p. 242).

Biochemistry Major

The Indiana Wesleyan University Chemistry Department offers a Bachelor of Science degree in Biochemistry (p. 247).

Biology Education Major

See the School of Teacher Education section of the catalog for specific requirements for the Biology Education (p. 197) major.

Environmental Science - B.S.

Requirements (63-84 credits)

Shared Environmental Science Core (32 credits)

BIO-125	Principles of Biology	4
BIO-202	Plant Biology	4
BIO-206	Principles of Environmental Science	4
BIO-213	Microbiology	4
BIO-213L	Microbiology Lab	0
BIO-301	Ecology	3
BIO-490	Biology Senior Seminar	1
	or	
CHE-490	Chemistry Senior Seminar	1
MAT-112	General Statistics	3
	or	
MAT-204	Applied Statistics I	3
	or	
MAT-305	Statistics for Social Sciences	3
POL-200	State and Local Government and Politics	3
PSY-291	Urban Encounter for the Helping	1

	Profession	
SOC-210	Intergroup Relations	3
	Choose 2 credits from the following courses	
BIO-491	Internship in Environmental Sciences	1 to 4
CHE-491	Chemistry Senior Seminar	1 to 4
BIO-495	Research in Biology	0 to 4
CHE-495	Research in Chemistry	1 to 4

Biology Specialization (31-32 credits)

Requirements List

BIO-201	Animal Biology	4
BIO-220	Field Biology and Natural History	3
BIO-313	Environmental Microbiology	4
EAR-132	Earth Science (with Lab)	4
CHE-110	Introduction to Chemistry	4
CHE-110L	Introduction to Chemistry Lab	0
CHE-120	Introduction to Organic and Biological Chemistry	4
CHE-120L	Introduction to Organic and Biological Chemistry Lab	0
CHE-488	Special Topics in Chemistry	1 to 4

Elective Courses (3-4 credits)

Take at least 3 credits from the following courses:

(Au Sable Institute, Taylor University, and CCSP courses may be applied. Consult your advisor for study abroad and other off campus experiences.)

BIO-204	Ornithology	3
BIO-302	Entomology	3
BIO-317	Advanced Crops and Society	4
BIO-325	Sustainable Tropical Agriculture	4

Chemistry Specialization

Required Courses (33 credits)

CHE-125	General Chemistry I	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II	5
CHE-126L	General Chemistry II Lab	0
CHE-232	Fundamentals of Environmental Chemistry	3
CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
CHE-350	Analytical Chemistry	4
CHE-350L	Analytical Chemistry Lab	0
CHE-370	Analytical Instrumentation	4
CHE-370L	Analytical Instrumentation Lab	0
PHY-211	General Physics I	4
PHY-211L	General Physics Lab	0
PHY-212	General Physics II	4
PHY-212L	General Physics Lab II	0

Chemistry Electives (4 credits)

Take at least one of the following courses:

CHE-236	Organic Chemistry II	4
CHE-236L	Organic Chemistry II Lab	0

CHE-430	Biological Chemistry I	3
CHE-430L	Biological Chemistry Laboratory	1

Electives (7 credits)

(Au Sable Institute, Taylor University, and CCSP courses may be applied. Consult your advisor for study abroad and other off campus experiences.)

BIO-201	Animal Biology	4
BIO-220	Field Biology and Natural History	3
BIO-313	Environmental Microbiology	4
CHE-432	Biological Chemistry II	4
CHE-432L	Biological Chemistry II Lab	0

Molecular Environmental Biology Specialization**Required Courses (52 credits)**

BIO-313	Environmental Microbiology	4
BIO-330	Histology	3
BIO-351	Cellular Biology	3
BIO-412	Genetics	3
BIO-432	Molecular Biology	4
CHE-125	General Chemistry I	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II	5
CHE-126L	General Chemistry II Lab	0
CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
CHE-236	Organic Chemistry II	4
CHE-236L	Organic Chemistry II Lab	0
CHE-430	Biological Chemistry I	3
PHY-211	General Physics I	4
PHY-211L	General Physics Lab	0
PHY-212	General Physics II	4
PHY-212L	General Physics Lab II	0
MAT-253	Calculus I	4

Environmental Science Minor

(Minor requirements must be completed with a "C" or better.)

Requirements (24 credits)

Required Courses (9 credits)

BIO-125	Principles of Biology	4
BIO-206	Principles of Environmental Science	4
BIO-490	Biology Senior Seminar	1
	or	
CHE-490	Chemistry Senior Seminar	1

Elective Courses (15 credits)

Take at least 15 credit hours from the following courses:

BIO-201	Animal Biology	4
BIO-202	Plant Biology	4
BIO-204	Ornithology	3
BIO-213	Microbiology	4
BIO-213L	Microbiology Lab	0
BIO-220	Field Biology and Natural History	3
BIO-301	Ecology	3

BIO-302	Entomology	3
BIO-313	Environmental Microbiology	4
BIO-317	Advanced Crops and Society	4
BIO-325	Sustainable Tropical Agriculture	4
CHE-232	Fundamentals of Environmental Chemistry	3

Medical Technology - B.S.

Purpose

The Indiana Wesleyan University Biology Department offers a four-year Bachelor of Science Medical Technology (MTE) program. The student is prepared to perform medical laboratory tests that reveal the presence or absence of abnormalities of the blood and other body fluids.

Program graduates are eligible to take the appropriate national registry examination and are qualified for employment in hospital laboratories, government medical laboratories, medical research laboratories, clinics, and health care centers.

General Education Competencies

Students in this major meet the general education competencies by taking the approved standard courses.

Standards Required to Enter the Gateway Courses:

BIO-125 and CHE-125 are the first courses taken in the major. The standards required to take each of these courses are as follows:

BIO-125 - Completion of BIO-100 with a grade of "C" or better **OR** Math SAT 480 or above; **OR** CHE-110 with a grade of "C" or better.

CHE-125 - Completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or RSAT Math (510 or above); or ACT Math (21 or above).

Requirements

A Bachelor of Science degree with a major in Medical Technology (MTE) requires a minimum of three years of university study and a full year of clinical experience in an approved hospital. Indiana Wesleyan University will accept 12 months of clinical experience successfully completed in a hospital-based medical technology program or clinical laboratory science program that is accredited by NAACLS (National Association of Accreditation for Clinical Laboratory Sciences). This 12-month clinical experience is taken instead of the senior year at Indiana Wesleyan University and is considered equivalent to 32 semester hours of work in the major area of concentration. (It is the student's responsibility to gain admission to this hospital-based program. Said hospital may have health and program requirements that must be met at the student's own cost and expense.) When all specific requirements for the degree are met, including the 12 months of hospital experience, candidates will be awarded the Bachelor of Science degree and will be eligible to take the national registry examination of the ASCP (American Society of Clinical Pathologists) and/or the NCA (National Certification Agency).

Requirements (39-40 credits)

Required Courses

BIO-125	Principles of Biology	4
BIO-213	Microbiology	4
BIO-213L	Microbiology Lab	0
BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
BIO-440	Immunology	3
CHE-125	General Chemistry I	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II	5
CHE-126L	General Chemistry II Lab	0
CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
CHE-236	Organic Chemistry II	4

CHE-236L	Organic Chemistry II Lab	0
	or	
CHE-430	Biological Chemistry I	3
MAT-112	General Statistics	3

BIO-125 and CHE-125: Gateway Courses

Additional recommended courses are as follows:

BIO-351	Cellular Biology	3
BIO-412	Genetics	3

Affiliated Hospitals-Medical Technology Program:

IU Health Methodist Hospital CLS Program

Parkview Health System, Inc., Fort Wayne, Indiana

Saint Margaret Mercy Healthcare Centers, Hammond, Indiana

Chemistry Programs

Purpose

The chemistry programs are designed to provide the student with a general background in chemistry and to develop skills so that one is prepared for (1) graduate studies in chemistry; (2) entrance into professional schools such as medicine, dentistry, optometry, pharmacy, or veterinary medicine; (3) entry-level positions in chemical research laboratories or environmental control laboratories; and (4) chemistry teaching positions.

General Education Competencies

The general education speech and intercultural requirements can be met by enrolling in COM-100, Principles of Communication, and any intercultural activity approved by the general education committee. For chemistry majors/minors, a grade of "C" is required in all chemistry and required cognate courses. Non-majors must obtain a grade of "C" in all prerequisite coursework. Only courses numbered 125 or higher will be counted toward the major or minor.

Biochemistry - B.S.

Purpose

Biochemistry is an exciting, cutting-edge field which directly works with the biomolecules needed for life's processes. The Biochemistry major is designed to integrate the Christian perspective into a rigorous background and training in biochemistry and to develop skills so that the student is well prepared for a wide variety of options in chemistry and the life sciences. The primary options include (1) entrance into graduate school to obtain a master's or Ph.D. degree in biology, biochemistry, chemistry, molecular biology, pharmacology, or the biomedical sciences — an option that prepares the student for a research and/or teaching career; (2) entrance into professional schools such as medicine, dentistry, optometry, pharmacy, or veterinary medicine; (3) entry-level positions in biochemical and related discipline research laboratories in academia or the pharmaceutical industry; and (4) entrance into a combined degree program such as an M.D.-Ph.D. program — an option that prepares the student for a clinical research and/or teaching career.

For students wishing to complete the Biochemistry major as part of a Pre-Health Care Sciences (Non-Nursing) program curriculum, it is advised that they have extremely strong aptitudes in math and chemistry. Students choosing this path must successfully complete the rigorous Biochemistry core plus complete key electives from the Biology major offerings in order to prepare for the professional school admission tests. These key electives typically include BIO-311, BIO-312, BIO-412, BIO-213, and BIO-440. As a result, completing the Biochemistry major with a competitive GPA for professional school admission requires exceptional abilities. Medical and other health care professions schools **do not** look upon a Biochemistry degree with more favor than a Biology or Chemistry degree. Instead, nationally standardized admissions test scores (e.g., the MCAT, DAT, and GRE) and GPA are given priority in admission decisions. These factors should be considered very carefully before pursuing the Biochemistry major/Pre-Med program path.

Bachelor of Science Requirements

A Bachelor of Science degree in Biochemistry requires 68 hours of coursework in the Division of Natural Sciences and the Division of Mathematics, Engineering, and Computer Information Sciences. A grade of "C" or better is required for all courses. The following courses must be included in the major:

Standards Required to Enter the Gateway Courses:

BIO-125 and CHE-125 are the first courses taken in the major. The standards required to take each of these courses are as follows:

BIO-125 - Completion of BIO-100 with a grade of "C" or better **OR** Math SAT 480 or above; **OR** CHE-110 with a grade of "C" or better.

CHE-125 - Completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or RSAT Math (510 or above); or ACT Math (21 or above).

Requirements (69 credits)

Required Courses (48 credits)

CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5
CHE-235	Organic Chemistry I	4
CHE-236	Organic Chemistry II	4
CHE-330	Inorganic Chemistry	3
CHE-350	Analytical Chemistry	4
CHE-430	Biological Chemistry I	3
CHE-430L	Biological Chemistry Laboratory	1
CHE-432	Biological Chemistry II	4
CHE-440	Physical Chemistry I	3
CHE-490	Chemistry Senior Seminar	1
BIO-495	Research in Biology	0 to 4
	or	
CHE-495	Research in Chemistry	1 to 4
MAT-112	General Statistics	3
	or	
MAT-204	Applied Statistics I	3
BIO-351	Cellular Biology	3
BIO-432	Molecular Biology	4

CHE-125: Gateway Course

CHE-495: only two credits maximum apply toward major or minor

Prerequisite Courses (21 credits)

MAT-253	Calculus I	4
MAT-254	Calculus II	4
PHY-221	University Physics I	4
PHY-222	University Physics II	5
BIO-125	Principles of Biology	4

BIO-125: Gateway Course

Biochemistry ACS - B.S.

Purpose

The Biochemistry ACS program is certified by the American Chemical Society (ACS) and meets rigorous standards set for graduates of premier programs. This proposed program is very similar to the existing BS Biochemistry degree, but with the added requirements that fulfill the accreditation requirements of ACS. The accredited degree benefits our graduates by designating their robust training on their transcript when applying to potential professional schools and employers.

Biochemistry is an exciting, cutting-edge field focusing on the biomolecules needed for life's processes. The Biochemistry ACS major integrates Christian perspective into a rigorous curriculum and training in biochemistry to develop the knowledge and skills needed to be well-prepared for a wide variety of options in chemistry and the life sciences. Primary options for students completing the Biochemistry ACS major include (1) entrance into graduate school to obtain a master's (M.S.) or doctorate (Ph.D.) degree in biology, biochemistry, chemistry, molecular biology, pharmacology, or the biomedical sciences — an option

that prepares the student for a research and/or teaching career; (2) entrance into professional schools such as medicine, dentistry, optometry, pharmacy, or veterinary medicine; (3) entry-level positions in biochemical and related discipline research laboratories in academia or the pharmaceutical industry; and (4) entrance into a combined degree program such as an M.D. - Ph.D. program — an option that prepares the student for a clinical research and/or teaching career.

For students wishing to complete the Biochemistry ACS major as part of a Pre-Health Care Sciences (Non-Nursing) program curriculum, it is advised that they have strong aptitudes in math and chemistry. Students choosing this path must successfully complete the rigorous Biochemistry ACS core in addition to key elective courses from the Biology major in order to prepare for professional school admission tests. These key electives typically include BIO-311, BIO-312, BIO-412, BIO-213, and BIO-440. As a result, completing the Biochemistry ACS major with a competitive GPA for professional school admission requires exceptional abilities.

Bachelor of Science Requirements

A Bachelor of Science degree in Biochemistry ACS requires 74 hours of coursework in the Division of Natural Sciences and the Division of Mathematics, Engineering, and Computer Information Sciences. A grade of "C" or better is required for all courses. The following courses must be included in the major:

Standards Required to Enter the Gateway Courses:

BIO-125 and CHE-125 are the first courses taken in the major. The standards required to take each of these gateway courses are as follows:

BIO-125 - Math SAT 480 or above; **OR** RSAT 510 or above; **OR** ACT 20 or above; **OR** CHE-110 with a grade of "C" or better; **OR** permission of the instructor

CHE-125 - Completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or RSAT Math (510 or above); or ACT Math (21 or above).

Requirements (74-77 credits)

Required Courses (53-56 credits)

CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5
CHE-235	Organic Chemistry I	4
CHE-236	Organic Chemistry II	4
CHE-330	Inorganic Chemistry	3
CHE-350	Analytical Chemistry	4
CHE-430	Biological Chemistry I	3
CHE-430L	Biological Chemistry Laboratory	1
CHE-432	Biological Chemistry II	4
CHE-440	Physical Chemistry I	3
CHE-461	Physical Chemistry Lab	1
CHE-490	Chemistry Senior Seminar	1
BIO-495	Research in Biology	0 to 4
	or	
CHE-495	Research in Chemistry	1 to 4
BIO-351	Cellular Biology	3
BIO-432	Molecular Biology	4
CHE-370	Analytical Instrumentation	4
CHE-370L	Analytical Instrumentation Lab	0
	or	
CHE-450	Physical Chemistry II	3
MAT-112	General Statistics	3
	or	
MAT-204	Applied Statistics I	3
	or	
DSC-210	Introduction to Data Science	3

CHE-125: Gateway Course

A minimum of 2 credits from CHE-495 or BIO-495 are required to complete major.

Prerequisite Courses (21 credits)

MAT-253	Calculus I	4
MAT-254	Calculus II	4
PHY-221	University Physics I	4
PHY-222	University Physics II	5
BIO-125	Principles of Biology	4

Strongly Recommended Courses

Optional; choose based on personal career goals.

BIO-213	Microbiology	4
BIO-213L	Microbiology Lab	0
BIO-413	Virology	3
BIO-440	Immunology	3
CHE-232	Fundamentals of Environmental Chemistry	3
CHE-450	Physical Chemistry II	3
CIS-121	Introduction to Programming	3
MAT-255	Calculus III	4
MAT-265	Differential Equations with Linear Algebra	4
MAT-353	Differential Equations	3
PHY-230	Electronics	4
PHY-341	Waves and Optics	3

Chemistry - B.S.

The Bachelor of Science B.S. degree in Chemistry is designed for majors who plan to pursue graduate level work in chemistry, biochemistry, medicine, or related interdisciplinary areas. This degree requires 52 hours of coursework, which is met by taking a minimum of 35 hours in chemistry and 17 hours of cognate (prerequisite) courses listed below. The following courses in chemistry must be included in the major:

Standards Required to Enter the Gateway Courses:

CHE-125 is the first course taken in the major. The standards required to take this course are completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or RSAT Math (510 or above); or ACT Math (21 or above).

Requirements (56 credits)

Chemistry (39 credits)

CHE-125	General Chemistry I	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II	5
CHE-126L	General Chemistry II Lab	0
CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
CHE-236	Organic Chemistry II	4
CHE-236L	Organic Chemistry II Lab	0
CHE-330	Inorganic Chemistry	3
CHE-350	Analytical Chemistry	4
CHE-350L	Analytical Chemistry Lab	0
CHE-370	Analytical Instrumentation	4
CHE-370L	Analytical Instrumentation Lab	0
CHE-440	Physical Chemistry I	3

CHE-450	Physical Chemistry II	3
CHE-461	Physical Chemistry Lab	1
CHE-490	Chemistry Senior Seminar	1
CHE-495	Research in Chemistry	1 to 4

CHE-125: Gateway Course

CHE-495: only two credits maximum apply toward major (B.S.; A.B.) or minor

Cognate (17 credits)

MAT-253	Calculus I	4
MAT-254	Calculus II	4
PHY-221	University Physics I	4
PHY-222	University Physics II	5

Students seeking a Bachelor of Science degree are strongly advised to add additional cognate coursework from the following:

MAT-255	Calculus III	4
MAT-353	Differential Equations	3
BIO-125	Principles of Biology	4

Chemistry ACS - B.S.

The Chemistry ACS program is certified by the American Chemical Society (ACS) and meets rigorous standards set for graduates of premier programs. As such, this program is very similar to the existing BS Chemistry degree, but with the added requirements that fulfill the accreditation requirements of ACS. The accredited degree benefits graduates by designating their robust training on their transcript when applying to potential professional schools and employers.

The Bachelor of Science (B.S.) degree in Chemistry ACS is designed for majors who plan to pursue graduate level work in chemistry, biochemistry, medicine, or related interdisciplinary areas. This degree requires 67 hours of coursework, which is met by taking a minimum of 50 hours in chemistry and 17 hours of cognate (prerequisite) courses listed below. The following courses in chemistry must be included in the major:

Standards Required to Enter the Gateway Courses:

CHE-125 is the first course taken in the major. The standards required to take this gateway course are completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or RSAT Math (510 or above); or ACT Math (21 or above).

Requirements (67-70 credits)

Required Courses (50-53 credits)

CHE-125	General Chemistry I	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II	5
CHE-126L	General Chemistry II Lab	0
CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
CHE-236	Organic Chemistry II	4
CHE-236L	Organic Chemistry II Lab	0
CHE-330	Inorganic Chemistry	3
CHE-350	Analytical Chemistry	4
CHE-350L	Analytical Chemistry Lab	0
CHE-370	Analytical Instrumentation	4
CHE-370L	Analytical Instrumentation Lab	0
CHE-430	Biological Chemistry I	3
CHE-430L	Biological Chemistry Laboratory	1
CHE-432	Biological Chemistry II	4
CHE-432L	Biological Chemistry II Lab	0
CHE-440	Physical Chemistry I	3

CHE-450	Physical Chemistry II	3
CHE-461	Physical Chemistry Lab	1
CHE-490	Chemistry Senior Seminar	1
CHE-495	Research in Chemistry	1 to 4
MAT-112	General Statistics	3
	or	
MAT-204	Applied Statistics I	3
	or	
MAT-265	Differential Equations with Linear Algebra	4
	or	
DSC-210	Introduction to Data Science	3

CHE-125: Gateway Course

A minimum of 2 credits from CHE-495 are required to complete major.

Cognate (17 credits)

MAT-253	Calculus I	4
MAT-254	Calculus II	4
PHY-221	University Physics I	4
PHY-221L	University Physics I Lab	0
PHY-222	University Physics II	5
PHY-222L	University Physics II Lab	0

Strongly Recommended Courses

Optional; Choose based on personal career goal.

BIO-125	Principles of Biology	4
CHE-232	Fundamentals of Environmental Chemistry	3
CIS-121	Introduction to Programming	3
MAT-255	Calculus III	4
MAT-353	Differential Equations	3
PHY-230	Electronics	4
PHY-341	Waves and Optics	3

Chemistry - A.B.

The Bachelor of Arts A.B. degree is designed for those science majors who plan to pursue science-related careers in medicine or an entry-level position in industry. This degree requires 45 hours of coursework, which is met by taking 26 hours in chemistry and 19 hours in required cognate courses.

Standards Required to Enter the Gateway Courses:

CHE-125 is the first course taken in the major. The standards required to take this course are completion of CHE-110 with a grade of "C" or better **OR** one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or RSAT Math (510 or above); or ACT Math (21 or above).

Requirements (45 credits)

Chemistry (26 credits)

CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5
CHE-235	Organic Chemistry I	4
CHE-236	Organic Chemistry II	4
CHE-350	Analytical Chemistry	4
CHE-440	Physical Chemistry I	3
	or	
	an elective approved by department	3

CHE-490	Chemistry Senior Seminar	1

CHE-125: Gateway Course

Cognate (19 credits)

MAT-253	Calculus I	4
PHY-221	University Physics I	4
PHY-222	University Physics II	5
	Any foreign language	6

Students seeking a Bachelor of Arts degree are also strongly advised to add additional cognate coursework from the following:

MAT-254	Calculus II	4
BIO-125	Principles of Biology	4

[Note: for the A.B. major CHE-450, CHE-461, CHE-495, and MAT-254 are not required. They are replaced by 6 hours of a foreign language.]

Chemistry - A.S.

The Associate of Science degree requirements are the same as the Chemistry Minor (p. 253).

Chemistry Minor

The Associate of Science degree or the Chemistry minor requires a minimum of 24 hours of coursework in chemistry.

Standards Required to Enter the Gateway Courses:

CHE-125 is the first course taken in the minor. The standards required to take this course are completion of CHE-110 with a grade of "C" or better OR one year of high school chemistry and one of the following acceptable scores: Math SAT (480 or above) or RSAT Math (510 or above); or ACT Math (21 or above).

Requirements (24 credits)

Required Courses

CHE-125	General Chemistry I	5
CHE-126	General Chemistry II	5
CHE-235	Organic Chemistry I	4
CHE-236	Organic Chemistry II	4
CHE-350	Analytical Chemistry	4
CHE-490	Chemistry Senior Seminar	1
CHE	Electives at or above the 200 level	1-4

CHE-125: Gateway Course

Chemistry Education Major

See the School of Teacher Education section of the catalog for specific requirements for a Science Education (p. 197) major.

Physics Programs

Physics Major - B.S.

The B.S. degree in Physics is intended for those entering graduate or professional schools in engineering and medicine. It is also excellent preparation for entry-level careers in physics, engineering and other allied fields. The Physics Major program will prepare students for employment in a wide variety of jobs in the field of STEM (Science, Technology, Engineering and Math). The program gives students a broad and deep level of physical insight, critical and analytical thinking, mathematical and computational facility, and experimental ability. This major may be combined with other programs such as Pre-Med or education for those students intending on a career in the medical profession or teaching.

B.S. Degree Requirements: A total of 58 credit hours of physics, mathematics, and chemistry are required. A minimum of 38 credit hours must be in physics. In addition, 20 credit hours are required in selected mathematics and chemistry courses.

Plan of Study:

Physics Core Required Courses (38 credits)

PHY-221	University Physics I	4
	and	
PHY-221L	University Physics I Lab	0
PHY-222	University Physics II	5
	and	
PHY-222L	University Physics II Lab	0
PHY-230	Electronics	4
PHY-270	Modern Physics	3
PHY-311	Analytical Mechanics	3
PHY-321	Thermodynamics/Statistical Mechanics	3
PHY-325	Mathematical Methods of Physics	3
PHY-331	Electromagnetism I	3
PHY-351	Quantum Mechanics I	3
PHY-385	Advanced Physics	4
	Laboratory/Measurements	
PHY-490	Physics Senior Seminar	1
PHY-495	Research in Physics	1 to 4

PHY 321 may be taught together with IWU CHE 440 Physical Chemistry I.

PHY 490 taken with CHE 490 Chemistry Senior Seminar.

Note: Only two credits of Research in Physics may count toward the B.S. degree.

Physics Electives (0-13 credits)

The courses below are not part of the 58 hours required in the major; however, they will be offered to allow students further specialization of their degree program.

PHY-361	Introduction to Health and Medical Physics	3
PHY-341	Waves and Optics	3
PHY-440	Astrophysics	3
PHY-488	Special Topics in Physics	1 to 4
PHY-475	Independent Learning-Physics	0 to 1

Recommended Courses (0-5 credits)

CHE-126	General Chemistry II	5
	and	
CHE-126L	General Chemistry II Lab	0

Required Courses in Chemistry and Mathematics (20 credits)

CHE-125	General Chemistry I	5
	and	
CHE-125L	General Chemistry I Lab	0
MAT-253	Calculus I	4
MAT-254	Calculus II	4
MAT-255	Calculus III	4
MAT-353	Differential Equations	3

Physics Minor

A Physics minor provides an in-depth study of several major areas of physics, enabling students in different disciplines to understand and apply underlying principles. The problem-solving skills developed through the study of physics are as important as the conceptual understanding of the nature of physical quality.

A minor in Physics requires satisfactory completion ("C" or better) of at least 24 credit hours taken from the courses listed below.

Requirements (24 credits)

Required Courses (22 credits)

PHY-221	University Physics I	4
PHY-222	University Physics II	5
PHY-311	Analytical Mechanics	3
PHY-321	Thermodynamics/Statistical Mechanics	3
PHY-331	Electromagnetism I	3
PHY-385	Advanced Physics Laboratory/Measurements	4

Electives (3 credits)

Choose one of the following:

CHE-440	Physical Chemistry I	3
CHE-450	Physical Chemistry II	3
PHY-230	Electronics	4
PHY-341	Waves and Optics	3
PHY-351	Quantum Mechanics I	3
PHY-361	Introduction to Health and Medical Physics	3
PHY-495	Research in Physics	1 to 4

Pre-Engineering Program

See the Mathematics, Engineering, and Computer Information Sciences Division section of the catalog for specific information regarding the Pre-Engineering program.

Pre Athletic Training

See the Pre-Health Care Sciences (Non-Nursing) Program (p. 256) Section for Pre-Athletic Training requirements.

Pre-Chiropractic Medicine

See the Pre-Health Care Sciences (Non-Nursing) Program (p. 256) Section for Pre-Chiropractic Medicine requirements.

Students commonly pursue Pre-Chiropractic Medicine as Exercise Science, or Biology majors.

Pre-Dentistry

See the Pre-Health Care Sciences (Non-Nursing) Program (p. 256) section for Pre-Dentistry requirements.

Pre-Medicine (DO, DPM, MD)

See the Pre-Health Care Sciences (Non-Nursing) Program section for Pre-Medicine requirements

Pre-Occupational Therapy

See the Pre-Health Care Sciences (Non-Nursing) Program (p. 256) section for Pre-Occupational Therapy requirements.

Pre-Optometry

See the Pre-Health Care Sciences (Non-Nursing) Program (p. 256) section for Pre-Optometry requirements.

Pre-Pharmacy

See the Pre-Health Care Sciences (Non-Nursing) Program (p. 256) section for Pre-Pharmacy requirements.

Pre-Physical Therapy

See the Pre-Health Care Sciences (Non-Nursing) Program (p. 256) section for Pre-Physical Therapy requirements.

Pre-Physician Assistant

See the Pre-Health Care Sciences (Non-Nursing) Program (p. 256) section for Pre-Physician Assistant requirements.

Pre-Public Health

See the Pre-Health Care Sciences (Non-Nursing) Program (p. 256) section for Pre-Public Health requirements.

Pre-Speech Pathology Audiology

See the Pre-Health Care Sciences (Non-Nursing) Program (p. 256) section for Pre-Speech Pathology/Audiology requirements.

Pre-Veterinary Medicine

See the Pre-Health Care Sciences (Non-Nursing) Program (p. 256) section for Pre-Veterinary Medicine requirements.

Pre-Health Care Sciences (Non-Nursing) Program

The number of credit hours in the program varies by concentration with all concentrations requiring a 12-credit hour common core with the following required beyond the core: pre-athletic training (37), pre-chiropractic medicine (29), pre-dentistry (47-49), pre-medicine (44-45), pre-occupational therapy (23), pre-optometry (50-51), pre-pharmacy (51-52), pre-physical therapy (36), pre-physician assistant (41), pre-public health (18), pre-speech pathology/audiology (18), pre-veterinary medicine (51-52). These are credits required as prerequisites for the respective professional school applications. In each concentration and depending on the student's major, many courses likely count toward the major (especially majors in the Health and Human Performance as well as Natural Sciences divisions). In all concentrations, additional credits will be required for completion of the student's major.

Admission Requirements

Because high academic achievement is required for admission to health professional schools, the Divisions of Health and Human Performance plus Natural Sciences have developed minimum criteria for the Pre-Health Care Sciences (Non-Nursing) Program designation on IWU degree audits and diplomas. Upon completion of the freshman year, students interested in maintaining the Pre-Health Care Sciences (Non-Nursing) Program designation must achieve a minimum cumulative GPA of 3.0, complete a prescribed essay, and interview with the Pre-Professional Committee. The essay and interview are administered as part of the PMD-110 course (Preparing the Christian Health Professional, completed by the student in the spring of his or her freshman year). Students whose cumulative GPA drops below 3.0 are encouraged to investigate, with the help of their academic advisor, alternative career paths. If the student does not eventually achieve the minimum cumulative GPA, the Residential Academic Services Office will drop the Pre-Health Care Sciences (Non-Nursing) designation from the degree audit and diploma on graduation. Transfer students wishing to have the Pre-Health Care Sciences (Non-Nursing) Program designation on their degree audit and diploma will need to demonstrate that they meet the GPA requirements in core courses and overall completed courses based on applicable classes at previous accredited institutions. All subsequent decisions as to retention in the Pre-Health Care Sciences (Non-Nursing) Program will be based on IWU courses only. These students should enroll in PMD-110 at their earliest opportunity.

Pre-Health Care Sciences (Non-Nursing) Program

Required Common Core (12 credits)

BIO-125	Principles of Biology	4
PMD-110	Preparing the Christian Health Professional	1
PSY-150	General Psychology	3
SOC-150	Introduction to Sociology	3
PMD-310	Perspectives in Scientific Reasoning	1

Alternatively, students can successfully complete both BIO-111/111L and BIO-112/112L with a “C” or above in each to fulfill the BIO-125 credit. In these cases, the credit total for this course is 8 credits with the core total of 16 credits.

Students have the option of taking an alternative Sociology course that meets their admissions prerequisite. For example, Pre-Occupational Therapy and Pre-Physical Therapy students have the option of taking SOC-210 Intergroup Relations or SOC-225 Anthropology instead of SOC-150. Other concentrations have the option of taking SOC-210 Intergroup Relations to fulfill this requirement

The following pages list for each concentration the courses required beyond the core and the courses that are strongly recommended. Each listing is based upon careful study of the prerequisite courses listed by each respective profession’s national accrediting association. However, the importance of careful consultation between the student and his or her academic advisor regarding prerequisite fulfillment for application to schools of interest cannot be over emphasized. Prerequisite courses listed by different health care professions schools are changing on a regular basis.

Pre-Athletic Training Concentration

Pre-Athletic Training Concentration Required Courses Beyond the Pre-Health Care Sciences Core (37 credits)

BIO-111	Anatomy and Physiology I	4
BIO-111L	Anatomy and Physiology I Lab	0
BIO-112	Anatomy and Physiology II	4
BIO-112L	Anatomy and Physiology II Lab	0
CHE-120	Introduction to Organic and Biological Chemistry	4
CHE-120L	Introduction to Organic and Biological Chemistry Lab	0
MAT-204	Applied Statistics I	3
	or	
MAT-305	Statistics for Social Sciences	3
PHE-101	Concepts of Health and Wellness	1
PHE-230	CPR and First Aid	2
EXS-264	Principles of Strength and Conditioning	3
EXS-286	Kinesiology	4
EXS-370	Biomechanics and Physics of Human Movement	3
EXS-370L	Biomechanics and Physics of Human Movement Lab	1
EXS-374	Physiology of Exercise	3
EXS-374L	Physiology of Exercise Lab	1
EXS-415	Nutrition for Sport and Performance	4

Alternatively, students can successfully complete both BIO-311 and BIO-312 with a "C" or above in each to fulfill the BIO-111 and BIO-112 credits.

Curriculum is based on prerequisite recommendations by the National Athletic Trainer’s Association and fulfills the requirements of most U.S. graduate athletic training programs.

Pre-Chiropractic Medicine Concentration**Pre-Chiropractic Medicine Concentration Required Courses Beyond the Pre-Health Care Sciences Core (29 credits)**

BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
BIO-351	Cellular Biology	3
CHE-125	General Chemistry I	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II	5
CHE-126L	General Chemistry II Lab	0
CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
PHY-211	General Physics I	4
PHY-211L	General Physics Lab	0
	or	
PHY-221	University Physics I	4
PHY-221L	University Physics I Lab	0

Alternatively, students can successfully complete both BIO111/111L and BIO112/112L with a “C” or above in each to fulfill the BIO-311 and BIO-312 credits

Pre-Chiropractic Medicine Concentration Strongly Recommended Courses Beyond the Core

BIO-396	Advanced Topics in Biology	1 to 4
BUS-100	Foundations of Business	3
MAT-204	Applied Statistics I	3
	or	
MAT-305	Statistics for Social Sciences	3
MAT-253	Calculus I	4
EXS-286	Kinesiology	4
EXS-370	Biomechanics and Physics of Human Movement	3
EXS-370L	Biomechanics and Physics of Human Movement Lab	1
EXS-374	Physiology of Exercise	3
EXS-374L	Physiology of Exercise Lab	1

Curriculum is based on prerequisite recommendations by the Association of Chiropractic Colleges and fulfills the requirements of most U.S. chiropractic medicine schools.

Pre-Dentistry Concentration**Pre-Dentistry Concentration Required Courses Beyond the Pre-Health Care Sciences Core (47-49 credits)**

BIO-213	Microbiology	4
BIO-213L	Microbiology Lab	0
	or	
BIO-440	Immunology	3
BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
BIO-351	Cellular Biology	3
BIO-412	Genetics	3
CHE-125	General Chemistry I	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II	5
CHE-126L	General Chemistry II Lab	0
CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
CHE-236	Organic Chemistry II	4

CHE-236L	Organic Chemistry II Lab	0
PHY-211	General Physics I	4
PHY-211L	General Physics Lab	0
	or	
PHY-221	University Physics I	4
PHY-221L	University Physics I Lab	0
PHY-212	General Physics II	4
PHY-212L	General Physics Lab II	0
	or	
PHY-222	University Physics II	5
PHY-222L	University Physics II Lab	0
CHE-430	Biological Chemistry I	3
SCI-202	Dental Science (with Lab)	1

Pre-Dentistry Concentration Strongly Recommended Courses Beyond the Core

ART-123	Empirical Sculpture	3
	or	
ART-241	Ceramics I	3
BIO-330	Histology	3
BIO-396	Advanced Topics in Biology	1 to 4
BIO-495	Research in Biology	0 to 4
	or	
CHE-495	Research in Chemistry	1 to 4
	or	
PHY-495	Research in Physics	1 to 4
BUS-100	Foundations of Business	3
CHE-432	Biological Chemistry II	4
CHE-432L	Biological Chemistry II Lab	0
MAT-204	Applied Statistics I	3
	or	
MAT-305	Statistics for Social Sciences	3
MAT-253	Calculus I	4

Curriculum is based on prerequisite recommendations by the American Dental Education Association and fulfills the requirements of most U.S. dental schools.

Pre-Medicine (DO, DPM, MD) Concentration

Pre-Medicine Concentration Required Courses Beyond the Pre-Health Care Sciences Core (44 45 credits)

BIO	Elective above 200 level	4
BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
BIO-351	Cellular Biology	3
CHE-125	General Chemistry I	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II	5
CHE-126L	General Chemistry II Lab	0
CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
CHE-236	Organic Chemistry II	4
CHE-236L	Organic Chemistry II Lab	0
PHY-211	General Physics I	4
	and	
PHY-211L	General Physics Lab	0
	or	
PHY-221	University Physics I	4
	and	

PHY-221L	University Physics I Lab	0
PHY-212	General Physics II	4
	and	
PHY-212L	General Physics Lab II	0
	or	
PHY-222	University Physics II	5
	and	
PHY-222L	University Physics II Lab	0
CHE-430	Biological Chemistry I	3

Pre-Medicine Concentration Strongly Recommended Courses Beyond the Core

BIO-330	Histology	3
BIO-396	Advanced Topics in Biology	1 to 4
BIO-495	Research in Biology	0 to 4
	or	
CHE-495	Research in Chemistry	1 to 4
	or	
PHY-495	Research in Physics	1 to 4
BUS-100	Foundations of Business	3
CHE-432	Biological Chemistry II	4
CHE-432L	Biological Chemistry II Lab	0
MAT-204	Applied Statistics I	3
	or	
MAT-305	Statistics for Social Sciences	3
MAT-253	Calculus I	4

Curriculum is based on prerequisite recommendations by the American Association for Medical Colleges and fulfills the requirements of most U.S. allopathic (M.D.), osteopathic (D.O.), and podiatric (D.P.M.) medical schools.

Pre-Occupational Therapy Concentration

Pre-Occupational Therapy Concentration Required Courses Beyond the Pre-Health Care Sciences Core (23 credits)

BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
MAT-204	Applied Statistics I	3
	or	
MAT-305	Statistics for Social Sciences	3
EXS-190	Medical Terminology	3
EXS-485	Senior Research Seminar I	2
EXS-486	Senior Research Seminar II	1
	or	
PSY-355	Research Methods for the Behavioral Sciences	3
	or	
BIO-495	Research in Biology	0 to 4
	or	
CHE-495	Research in Chemistry	1 to 4
	or	
PHY-495	Research in Physics	1 to 4
	or	
	Comparable Research Methods Course	3
PSY-250	Developmental Psychology	3
PSY-366	Psychology of Abnormal Behavior	3

Alternatively, students can successfully complete both BIO111/111L and BIO112/112L with a “B” or above in each to fulfill the BIO-311 and BIO-312 credits, respectively.

Pre-Occupational Therapy Concentration Strongly Recommended Courses Beyond the Core

BIO-395	Professional Observation	1
CHE-120	Introduction to Organic and Biological Chemistry	4
EXS-286	Kinesiology	4
PHY-211	General Physics I	4
PHY-211L	General Physics Lab	0
	or	
EXS-370	Biomechanics and Physics of Human Movement	3
EXS-370L	Biomechanics and Physics of Human Movement Lab	1

BIO395 Professional Observation (with a licensed occupational therapist)

Curriculum is based on prerequisite recommendations by the American Occupational Therapy Association and fulfills the requirements of most U.S. occupational therapy schools.

Pre-Optometry Concentration**Pre-Optometry Concentration Required Courses Beyond the Pre-Health Care Sciences Core (50-51 credits)**

BIO-213	Microbiology	4
BIO-213L	Microbiology Lab	0
BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
BIO-351	Cellular Biology	3
BIO-412	Genetics	3
CHE-125	General Chemistry I	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II	5
CHE-126L	General Chemistry II Lab	0
CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
PHY-211	General Physics I	4
PHY-211L	General Physics Lab	0
	or	
PHY-221	University Physics I	4
PHY-221L	University Physics I Lab	0
PHY-212	General Physics II	4
PHY-212L	General Physics Lab II	0
	or	
PHY-222	University Physics II	5
PHY-222L	University Physics II Lab	0
CHE-430	Biological Chemistry I	3
MAT-204	Applied Statistics I	3
	or	
MAT-305	Statistics for Social Sciences	3
MAT-253	Calculus I	4

Pre-Optometry Concentration Strongly Recommended Courses Beyond the Core

BIO-330	Histology	3
BIO-396	Advanced Topics in Biology	1 to 4
BIO-495	Research in Biology	0 to 4
	or	
CHE-495	Research in Chemistry	1 to 4
	or	
PHY-495	Research in Physics	1 to 4
BUS-100	Foundations of Business	3

CHE-432	Biological Chemistry II	4
CHE-432L	Biological Chemistry II Lab	0

Curriculum is based on prerequisite recommendations by the Association of Schools and Colleges of Optometry and fulfills the requirements of most U.S. optometry schools.

Pre-Pharmacy Concentration

Pre-Pharmacy Concentration Required Courses Beyond the Pre-Health Care Sciences Core (51-52 credits)

BIO-213	Microbiology	4
BIO-213L	Microbiology Lab	0
BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
BIO-351	Cellular Biology	3
CHE-125	General Chemistry I	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II	5
CHE-126L	General Chemistry II Lab	0
CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
CHE-236	Organic Chemistry II	4
CHE-236L	Organic Chemistry II Lab	0
PHY-211	General Physics I	4
PHY-211L	General Physics Lab	0
	or	
PHY-221	University Physics I	4
PHY-221L	University Physics I Lab	0
PHY-212	General Physics II	4
PHY-212L	General Physics Lab II	0
	or	
PHY-222	University Physics II	5
PHY-222L	University Physics II Lab	0
CHE-430	Biological Chemistry I	3
MAT-204	Applied Statistics I	3
	or	
MAT-305	Statistics for Social Sciences	3
MAT-253	Calculus I	4

Alternatively, students can successfully complete both BIO111/111L and BIO112/112L with a “C” or above in each to fulfill the BIO-311 and BIO-312 credits.

Pre-Pharmacy Concentration Strongly Recommended Courses Beyond the Core

BIO-412	Genetics	3
BIO-432	Molecular Biology	4
BIO-495	Research in Biology	0 to 4
	or	
CHE-495	Research in Chemistry	1 to 4
	or	
PHY-495	Research in Physics	1 to 4
BUS-100	Foundations of Business	3
CHE-350	Analytical Chemistry	4
CHE-350L	Analytical Chemistry Lab	0
CHE-432	Biological Chemistry II	4
CHE-432L	Biological Chemistry II Lab	0

Curriculum is based on prerequisite recommendations by the American Association of Colleges of Pharmacy and fulfills the requirements of most U.S. pharmacy schools.

Pre-Physical Therapy Concentration**Pre-Physical Therapy Concentration Required Courses Beyond the Pre-Health Care Sciences Core (36 credits)**

BIO-213	Microbiology	4
BIO-213L	Microbiology Lab	0
BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
CHE-125	General Chemistry I	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II	5
CHE-126L	General Chemistry II Lab	0
MAT-204	Applied Statistics I	3
	or	
MAT-305	Statistics for Social Sciences	3
EXS-190	Medical Terminology	3
PHY-211	General Physics I	4
PHY-211L	General Physics Lab	0
PHY-212	General Physics II	4
PHY-212L	General Physics Lab II	0

Alternatively, students can successfully complete both BIO-111/111L and BIO-112/112L with a “C” or above in each to fulfill the BIO-311 and BIO-312 credits, respectively.

Pre-Physical Therapy Concentration Strongly Recommended Courses Beyond the Core

BIO-351	Cellular Biology	3
BIO-395	Professional Observation	1
BIO-396	Advanced Topics in Biology	1 to 4
BUS-100	Foundations of Business	3
MAT-113	College Algebra With Modeling	3
	or	
MAT-120	College Algebra/Trigonometry	4
EXS-286	Kinesiology	4

BIO-395 Professional Observation (with a licensed physical therapist)

Curriculum is based on prerequisite recommendations by the American Physical Therapy Association and fulfills the requirements of most U.S. physical therapy schools.

Pre-Physician Assistant Concentration**Pre-Physician Assistant Concentration Required Courses Beyond the Pre-Health Care Sciences Core (36 credits)**

BIO-213	Microbiology	4
BIO-213L	Microbiology Lab	0
BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
BIO-351	Cellular Biology	3
BIO-412	Genetics	3
CHE-125	General Chemistry I	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II	5
CHE-126L	General Chemistry II Lab	0
CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
CHE-430	Biological Chemistry I	3
MAT-204	Applied Statistics I	3
	or	

MAT-305	Statistics for Social Sciences	3
EXS-190	Medical Terminology	3

Alternatively, students can successfully complete both BIO-111/111L and BIO-112/112L with a “C” or above in each to fulfill the BIO-311 and BIO-312 credits, respectively. **In consultation with their academic advisor, the student must carefully consider the specific prerequisites of the schools to which they might apply as levels of anatomy and physiology course prerequisites vary significantly from school to school.**

Pre-Physician Assistant Concentration Strongly Recommended Courses Beyond the Core

BIO-330	Histology	3
BIO-396	Advanced Topics in Biology	1 to 4
BIO-440	Immunology	3
BIO-495	Research in Biology	0 to 4
	or	
CHE-495	Research in Chemistry	1 to 4
	or	
PHY-495	Research in Physics	1 to 4
BUS-100	Foundations of Business	3

Curriculum is based on prerequisite recommendations by the Physician Assistant Education Association and fulfills the requirements of most U.S. physician assistant schools.

Pre-Public Health Concentration

Pre-Public Health Concentration Required Courses Beyond the Pre-Health Care Sciences Core (18 credits)

BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
BIO-396	Advanced Topics in Biology	1 to 4
BUS-100	Foundations of Business	3
MAT-204	Applied Statistics I	3
	or	
MAT-305	Statistics for Social Sciences	3

Alternatively, students can successfully complete both BIO-111/111L and BIO-112/112L with a “C” or above in each to fulfill the BIO-311 and BIO-312 credits, respectively.

Pre-Public Health Concentration Strongly Recommended Courses Beyond the Core

BIO-213	Microbiology	4
BIO-213L	Microbiology Lab	0
BIO-396	Advanced Topics in Biology	1 to 4
BIO-440	Immunology	3
BIO-495	Research in Biology	0 to 4
	or	
CHE-495	Research in Chemistry	1 to 4
	or	
PHY-495	Research in Physics	1 to 4
SOC-225	Cultural Anthropology	3

Curriculum is based on prerequisite recommendations by the Association of Schools and Programs of Public Health and fulfills the requirements of most U.S. masters of public health programs.

Pre-Speech Pathology/Audiology Concentration**Pre-Speech Pathology/Audiology Concentration Required Courses Beyond the Health Care Science Core (18 credits)**

BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
MAT-204	Applied Statistics I	3
	or	
MAT-305	Statistics for Social Sciences	3
PHY-211	General Physics I	4
PHY-211L	General Physics Lab	0
TSL-305	Second Language Acquisition	3

Alternatively, students can successfully complete both BIO111/111L and BIO112/112L with a “C” or above in each to fulfill the BIO-311 and BIO-312 credits, respectively.

Pre-Speech Pathology/Audiology Concentration Strongly Recommended Courses Beyond the Core:

BIO-411	Vertebrate Development	4
MAT-253	Calculus I	4
PSY-250	Developmental Psychology	3

Curriculum is based on prerequisite recommendations by the American Speech-Language Hearing Association and fulfills the requirements of most U.S. masters in science speech-language pathology as well as audiology doctorate programs.

Pre-Veterinary Medicine Concentration**Pre-Veterinary Medicine Concentration Required Courses Beyond the Pre-Health Care Science Core (51-52 credits)**

BIO-201	Animal Biology	4
BIO-213	Microbiology	4
BIO-213L	Microbiology Lab	0
BIO-311	Mammalian Anatomy	4
BIO-312	General Physiology	4
BIO-351	Cellular Biology	3
BIO-412	Genetics	3
CHE-125	General Chemistry I	5
CHE-125L	General Chemistry I Lab	0
CHE-126	General Chemistry II	5
CHE-126L	General Chemistry II Lab	0
CHE-235	Organic Chemistry I	4
CHE-235L	Organic Chemistry I Lab	0
CHE-236	Organic Chemistry II	4
CHE-236L	Organic Chemistry II Lab	0
PHY-211	General Physics I	4
PHY-211L	General Physics Lab	0
	or	
PHY-221	University Physics I	4
PHY-221L	University Physics I Lab	0
PHY-212	General Physics II	4
PHY-212L	General Physics Lab II	0
	or	
PHY-222	University Physics II	5
PHY-222L	University Physics II Lab	0
CHE-430	Biological Chemistry I	3

Pre-Veterinary Medicine Concentration Strongly Recommended Courses Beyond the Core

BIO-330	Histology	3
BIO-396	Advanced Topics in Biology	1 to 4
BIO-411	Vertebrate Development	4

BIO-495	Research in Biology	0 to 4
	or	
CHE-495	Research in Chemistry	1 to 4
	or	
PHY-495	Research in Physics	1 to 4
BUS-100	Foundations of Business	3
CHE-432	Biological Chemistry II	4
CHE-432L	Biological Chemistry II Lab	0
MAT-204	Applied Statistics I	3
	or	
MAT-305	Statistics for Social Sciences	3
MAT-253	Calculus I	4

Curriculum is based on prerequisite recommendations by the Association of American Veterinary Medical Colleges and fulfills the requirements of most U.S. veterinary schools.

Mathematics, Engineering, and Computer Science Division

The Mathematics, Engineering, and Computer Science Division offers the following majors and minors.

Computer and Information Sciences Programs

Computer Information Systems - B.S. (p. 268)

Computer Science - B.S. (p. 269)

Computer Science - A.S. (p. 270)

Computer Science Minor (p. 270)

Data Science - B.S. (p. 266)

Data Science Minor (p. 267)

Mathematics Programs

Mathematics - B.S. (p. 272)

Mathematics Minor (p. 273)

Actuarial Science Minor (p. 273)

Statistics Minor (p. 274)

Mathematics Interdisciplinary - B.S. (p. 271)

Mathematics Education (p. 270)

Engineering Programs

(p. 275)Engineering B.S.E (p. 275).

Engineering Minor (p. 280)

Data Science

Data Science Major

Required Courses

Requirements List (47-49 credits)

MAT-204	Applied Statistics I	3
MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-253	Calculus I	4
MAT-280	Linear Algebra	3
MAT-304	Applied Statistics II	3
MAT-322	Mathematical Modeling I	3
CIS-121	Introduction to Programming	3
CIS-172	Object Oriented Programming	4
CIS-221	Data Structures	4

CIS-382	Database Programming Development	3
DSC-210	Introduction to Data Science	3
DSC-390	Machine Learning	3
MAT-404	Introduction to Statistical Learning With R	3
CIS-482	Senior Project I	2
CIS-492	Senior Project II	2
CIS-497	Practicum in Computer Information Sciences	1 to 3

Cognates (9-11 hours)

Students will choose one of the following cognates:

Math/Statistics Cognate (11 credits)

MAT-254	Calculus II	4
MAT-363	Mathematical Statistics I	4
MAT-364	Mathematical Statistics II	3

Computer Science Cognate (9 hours)

CIS-155	Introduction to Computer Fundamentals	3
CIS-325	Analysis of Algorithms	3
CIS-351	Internet Programming	3

Data Science Minor

Required courses

Requirements List (22-28 credits)

CIS-121	Introduction to Programming	3
CIS-172	Object Oriented Programming	4
DSC-210	Introduction to Data Science	3
DSC-390	Machine Learning	3
MAT-404	Introduction to Statistical Learning With R	3

Choose 2 of the following

CIS-221	Data Structures	4
CIS-382	Database Programming Development	3
MAT-204	Applied Statistics I	3
MAT-304	Applied Statistics II	3

DSC-390 has a prerequisite of MAT-280

MAT-404 has prerequisites of MAT-322 and one of MAT-204 or MAT-363

CIS-382 has a prerequisite of CIS-221

MAT-304 has a prerequisite of MAT-204, MAT-304, or BUS-320

Computer and Information Science Programs

Computer Information Systems – B.S. (p. 268)

Computer Science – A.S., B.S. (p. 269)

It is an exciting time to pursue the study of computers! It is difficult today to conceive of fields of human endeavor that have not been profoundly impacted by the growing use of computers throughout society. The computer's ability to store and process information has brought about amazing change in our daily lives and this will certainly continue in the coming years. The discipline of computing sciences itself has come of age. Beginning five decades ago as a specialization within mathematics or electrical engineering, computing has grown in scope and depth, having matured as a fully independent discipline in academics,

with multiple fields of study and countless areas of emphases. Today, most projections reveal a future need for more computer oriented professionals than today's colleges and universities are supplying on a nationwide basis.

Here at IWU several programs of study in the computing sciences are offered to meet the career interests and God-given natural inclinations of different students. These are offered as two majors, Computer Science (CSC) and Computer Information Systems (CIS). Information systems are more on the applied side of the discipline, and a professional career in this field evokes an image of one whose work entails working with and around computers, but not necessarily centered in the business of computing. Computer science, by contrast, is more theoretical and lends itself to preparing for a career working directly in the computer industry. All computer majors consist of a common computing core, major specific requirements, an elective requirement within the topic of computing, and a senior year sequence. All of these majors prepare students to be problem solvers, helping to create and maintain software systems for the betterment of society.

Since Computer Information Systems (CIS) majors purpose to work in an industry or area of commerce that is not computer specific, CIS majors take a sequence of courses in an area of specialization. Students may elect to complete one of the approved course sequences in the disciplines of Business, Communications, Computer Graphics, or Internet Development, or to develop a personalized emphasis track in another discipline. Computer Science (CSC) majors complete a more demanding supporting course sequence in math and physics, and pursue computing theory to a greater depth.

Upper division courses specific to each major are available as electives to students majoring in other computing fields, along with other courses offered purely on an elective basis. All the majors develop an understanding of systematic problem-solving techniques and the systems approach to the design of solutions. Intentional focus is placed upon education, the training of the mind, rather than mere repetition of previously applied techniques. To that end, all computing majors are exposed to a variety of high level computer programming languages. All required courses require a grade of "C" or better, and all prerequisite courses must be passed with a grade of "C" or better to qualify for following courses. No student may take two majors or a major and a minor within the Computer and Information Sciences Department.

The senior year experience course sequence gives students firsthand experience in creating an entire system from start to finish, and also points the way forward for further scientific inquiry and self-guided learning. IWU computing alumni have consistently rated this experience as extremely beneficial in finalizing their preparation for a professional career.

Programming for class assignments is done on a variety computer equipment as well as through software freely available for installation on personally-owned machines. All of the computer classrooms and laboratories are served by both the wired campus computer network, and wireless network service. Additionally, each dormitory room has full connectivity to the campus network.

Recognizing that so much learning takes place outside of the classroom, faculty strive to develop personal relationships with the students and create scenarios that foster student interactions among themselves. These include social events, a student chapter of the professional society Association of Computing Machinery, and other opportunities to dialog with students in other majors across campus, as well as computing majors at other institutions. Across the curricula, students are encouraged towards professionalism, a view of their future not so much as one of employment, but as a career in computing, serving Jesus Christ by changing their world through technology.

General Education Competencies

Students in this major meet the general education competencies by taking the approved standard courses.

Computer Information Systems - B.S.

Requirements for CIS

The CIS major is designed as an applied major. Each student majoring in CIS takes a core of common courses, plus approved elective courses. Additionally, each student selects and completes a companion track in a complementary discipline. At present, designated tracks include business, communications, computer graphics, and Internet development. Additionally, a student may elect an independent track in another appropriate discipline and work with an academic advisor from that department to design a set of supporting courses in support of a CIS major.

Requirements (51-56 credits)

Required Courses (33-35 credits)

CIS-121	Introduction to Programming	3
CIS-155	Introduction to Computer Fundamentals	3

CIS-156	Application Concepts	2
CIS-172	Object Oriented Programming	4
CIS-221	Data Structures	4
CIS-320	Introduction to Software Engineering	3
CIS-342	Computer Network Fundamentals	3
CIS-382	Database Programming Development	3
CIS-482	Senior Project I	2
CIS-492	Senior Project II	2
CIS-497	Practicum in Computer Information Sciences	1 to 3
MAT-223	Introduction to Mathematics Via Discrete Processes	3

Electives (9 credits)

CIS courses one class 200 and above
 CIS courses other CIS or DSC classes
 300 and above

Choose one of the following tracks (12-15 credits)

Business Track Required Courses

ACC-201	Accounting Principles I	3
BUS-100	Foundations of Business	3
MKG-210	Marketing Principles	3
MNG-210	Management Principles	3

Communications Track Required Courses

COM-329	Media and Society	3
COM-352	Interpersonal Communication	3
COM	Two courses 200 or above	3

Graphics Design Track Required Courses

ART-101	Ideation/Interpretation 1	3
DES-101	Design Fundamentals	3
DES-201	DC3: User Experience Design	3
DES-305	Interface Design	3

CIS Internet Development Track Required Courses

CIS-122	Introduction to Web Programming	3
CIS-351	Internet Programming	3
CIS-440	Advanced Internet Concepts	3
DES-201	DC3: User Experience Design	3
DES-305	Interface Design	3

Working with an advisor from another academic department, the student may design an appropriate set of courses from another discipline.

Computer Science - B.S.

Requirements for CSC

The CSC major is designed as an advanced major. Each student majoring in CSC takes a core of common courses, plus approved elective courses. Additionally, each student completes supporting courses in mathematics. The CSC major requires a greater depth of mathematics skill for the entering student.

Requirements (60 credits)

Required Core Courses (38 credits)

CIS-121	Introduction to Programming	3
CIS-155	Introduction to Computer	3

	Fundamentals	
CIS-156	Application Concepts	2
CIS-172	Object Oriented Programming	4
CIS-221	Data Structures	4
CIS-320	Introduction to Software Engineering	3
CIS-325	Analysis of Algorithms	3
CIS-336	Programming Languages	3
CIS-342	Computer Network Fundamentals	3
CIS-363	Concurrent Programming	3
CIS-482	Senior Project I	2
CIS-492	Senior Project II	2
CIS-497	Practicum in Computer Information Sciences	1 to 3

Electives (9 credits)

CIS courses one class 200 and above
 CIS courses other CIS or DSC classes
 300 and above

CSC Cognate Courses (13 credits)

MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-253	Calculus I	4
MAT-280	Linear Algebra	3
MAT-322	Mathematical Modeling I	3

Computer Science Minor

Requirements for CSC

A minor in computer science requires the courses listed below plus approved elective courses numbered 200 and above. A student may not take a CSC minor along with another computer major.

Requirements (22 credits)

Required Courses (16 credits)

CIS-121	Introduction to Programming	3
CIS-155	Introduction to Computer Fundamentals	3
CIS-156	Application Concepts	2
CIS-172	Object Oriented Programming	4
CIS-221	Data Structures	4

Approved Computer Science Electives numbered 200 or above (8 credits)**Computer Science - A.S.**

Two-year Associate Degree

The requirements for an associate degree in Computer Science are the same as those listed for the Computer Science Minor (p. 270) with an additional 2 credit hours of Computer Science courses at or above the 200 level.

Mathematics Programs**Mathematics Education Major**

See the education section of the catalog for specific requirements for the Mathematics Education (p. 194) major.

Mathematics - Interdisciplinary - B.S.

Purpose

The math-interdisciplinary major is designed for students planning to work in a non-teaching career. This flexible major is prompted by high demand for mathematicians able to solve challenging, ill-defined, large-scale and cross-disciplinary problems.

General Education Competencies

Students in this major meet the general education competencies by taking the approved standard courses.

Requirements

A mathematics-interdisciplinary major requires core math courses, electives, and supporting courses. Students are required to complete a major or minor in a related area and to do a practicum/internship (an independent learning course may be substituted if the student is unable to find a practicum placement).

Requirements (51-55 credits)

Required courses (37 credits)

MAT-204	Applied Statistics I	3
MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-253	Calculus I	4
MAT-254	Calculus II	4
MAT-255	Calculus III	4
MAT-280	Linear Algebra	3
MAT-282	Transition to Advanced Mathematics	4
MAT-322	Mathematical Modeling I	3
MAT-353	Differential Equations	3
MAT-363	Mathematical Statistics I	4
MAT-490	Math Senior Seminar	2

Choose one of the following: (3 credits)

MAT-344	Modern Abstract Algebra	3
MAT-456	Elementary Real Analysis	3

Choose one of the following: Practicum/ Internship recommended (1-3 credits)

MAT-475	Independent Learning-Mathematics	1 to 3
MAT-485	Mathematics Internship	1 to 3
MAT-495	Research in Mathematics	1 to 4
	Practicum in area of minor	1-3

Choose one additional MAT elective above MAT-315 from the following: (3-4 credits)

MAT-324	Mathematical Modeling II	4
MAT-333	Modern Geometry	3
MAT-344	Modern Abstract Algebra	3
MAT-351	Financial Mathematics I	3
MAT-364	Mathematical Statistics II	3
MAT-373	Numerical Analysis	3
MAT-396	Advanced Studies in Mathematics	1 to 3
MAT-404	Introduction to Statistical Learning With R	3
MAT-444	Advanced Algebra	3
MAT-446	Advanced Calculus	3
MAT-455	Point Set Topology	3
MAT-456	Elementary Real Analysis	3
MAT-457	Complex Variables	3

Required Supporting Courses (7-8 credits)

CIS-121	Introduction to Programming	3
PHY-221	University Physics I	4

PHY-221: meets lab science requirement

Additional Requirement

Students are also required to complete either a second major (in any area) or a minor in one of the following areas:

Accounting
Actuarial Science
Biology
Business Administration
Chemistry
Computer Science
Economics
Physics
Statistics

Mathematics - B.S.

Purpose

The major in Mathematics is intended to provide students a solid foundation for pursuing further study in mathematics or equipping students for careers in education, industry, or government. It also is flexible enough to be combined with a wide variety of other majors, thus enhancing career choices, or used as preparation for fields such as engineering, medicine, or industrial mathematics.

General Education Competencies

Students in this major meet the general education competencies by taking the approved standard courses.

Requirements (55-57 credits)

Required Courses (40 credits)

MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-253	Calculus I	4
MAT-254	Calculus II	4
MAT-255	Calculus III	4
MAT-280	Linear Algebra	3
MAT-282	Transition to Advanced Mathematics	4
MAT-344	Modern Abstract Algebra	3
MAT-353	Differential Equations	3
MAT-363	Mathematical Statistics I	4
MAT-456	Elementary Real Analysis	3
MAT-481	History & Foundations of Mathematics	3
MAT-490	Math Senior Seminar	2

Choose one of the following: (2-3 credits)

MAT-475	Independent Learning-Mathematics	1 to 3
MAT-495	Research in Mathematics	1 to 4

Choose one of the following: (3 credits)

MAT-444	Advanced Algebra	3
MAT-446	Advanced Calculus	3
MAT-455	Point Set Topology	3
MAT-457	Complex Variables	3

Choose one additional MAT elective from the following: (3-4 credits)

MAT-204	Applied Statistics I	3
DSC-210	Introduction to Data Science	3
MAT-322	Mathematical Modeling I	3
MAT-324	Mathematical Modeling II	4
MAT-333	Modern Geometry	3
MAT-364	Mathematical Statistics II	3
MAT-373	Numerical Analysis	3
MAT-396	Advanced Studies in Mathematics	1 to 3
MAT-444	Advanced Algebra	3
MAT-446	Advanced Calculus	3
MAT-455	Point Set Topology	3
MAT-457	Complex Variables	3

Required Supporting Courses (7 credits)

CIS-121	Introduction to Programming	3
PHY-221	University Physics I	4

PHY-221: meets lab science requirement

Mathematics Minor

Requirements

As many professionals use mathematical concepts in their work, a minor in Mathematics combined with other majors is an excellent preparation for future careers or graduate studies in such areas as statistics, computer science, economics, or business.

Courses (23-25 credits)**Core Courses (17 credits)**

MAT-223	Introduction to Mathematics Via Discrete Processes	3
MAT-253	Calculus I	4
MAT-254	Calculus II	4
MAT-280	Linear Algebra	3
MAT-322	Mathematical Modeling I	3

Electives (6-8 credits)

Two MAT courses numbered 204 or
above 253 or DSC 390

Prerequisites for DSC-390 are MAT-280 and CIS-172

Actuarial Science Minor

Requirements

Due to the necessary mathematics background, the minor in Actuarial Science is intended for students completing a Mathematics or Mathematics-Interdisciplinary major. Students may count only four hours of the MAT courses in the core below as electives toward their Mathematics or Mathematics-Interdisciplinary major. Students from other majors would first need to take prerequisite mathematics courses in order to complete this minor.

Courses (20-28 credits)**Core Courses (8-10 credits)**

MAT-351	Financial Mathematics I	3
MAT-363	Mathematical Statistics I	4
MAT-485	Mathematics Internship	1 to 3

Electives (12-18 credits)

Choose four electives from the following:

DSC-210	Introduction to Data Science	3
ACC-201	Accounting Principles I	3
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
FIN-210	Managerial Finance	3
MAT-204	Applied Statistics I	3
MAT-304	Applied Statistics II	3
MAT-404	Introduction to Statistical Learning With R	3
MAT-364	Mathematical Statistics II	3
MAT-404	Introduction to Statistical Learning With R	3
DSC-390	Machine Learning	3

Prerequisites for FIN-210 are BUS-100 and ACC-201.

Prerequisites for DSC-390 are MAT-280 and CIS-172.

Statistics Minor

A statistics minor combined with other majors is excellent preparation for careers or graduate studies in a variety of fields including actuarial science; economics and business; the life, physical, and computing sciences; medicine; and the social sciences. Nearly all these fields have an increasing amount of data being collected, and a developed ability to analyze and solve problems is valued in any discipline. The number of required classes for this minor is kept low to allow students to choose electives most helpful in their own major.

Requirements

A minor in Statistics requires the following courses.

Courses (21-24 credits)**Core Courses (6 credits)**

MAT-304	Applied Statistics II	3
MAT-322	Mathematical Modeling I	3

Choose one of the following: (3 credits)

BUS-320	Business Statistics	3
MAT-204	Applied Statistics I	3
MAT-305	Statistics for Social Sciences	3
	or	
PSY-354	Statistics for Social Sciences	3
	or	
SWK-354	Statistics for Social Sciences	3

Choose one of the following: (3 credits)

ECO-322	Research Design and Methods in Political Science and Economics	3
	or	
POL-322	Research Design and Methods in Political Science and Economics	3
PSY-355	Research Methods for the Behavioral Sciences	3
	or	
SOC-355	Research Methods for the Behavioral Sciences	3
MAT-370	Statistical Research Design I	3

MAT-404	Introduction to Statistical Learning With R	3

Choose one of the following tracks:**Mathematics Major Track: (10-11 credits)**

MAT-363	Mathematical Statistics I	4
MAT-364	Mathematical Statistics II	3

Choose one of the following electives:

ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
FIN-210	Managerial Finance	3
MAT-324	Mathematical Modeling II	4
DSC-210	Introduction to Data Science	3

Non-mathematics Major Track: (9-12 credits)**Choose one of the following: (3-4 credits)**

CIS-121	Introduction to Programming	3

Choose one of the following: (3-4 credits)

MAT-130	Applied Calculus	3
MAT-253	Calculus I	4

Choose one of the following: (3-4 credits)

MAT-223	Introduction to Mathematics Via Discrete Processes	3
DSC-210	Introduction to Data Science	3

Engineering**Engineering BSE (135-136 credits)****General program requirements**

IWU offers one four-year degree program in engineering. Within this program, students may choose to concentrate in civil engineering, computer engineering, electrical engineering, mechanical engineering or design engineering.

IWU also offers an Engineering minor.

Mission Statement

The IWU Engineering program will produce graduates who are diverse and widely recognized for their motivation and faith-inspired call to service, outstanding technical proficiency, broad development from a Christian liberal arts perspective, and mature relational and leadership skills.

28 credit hours of mathematics/natural sciences & computer science:

MAT-253	Calculus I	4
MAT-254	Calculus II	4
MAT-265	Differential Equations with Linear Algebra	4
PHY-221	University Physics I	4
PHY-222	University Physics II	5
CHE-488	Special Topics in Chemistry	1 to 4
CIS-121	Introduction to Programming	3

26 credit hours of general engineering:

EGR-121	Introduction to Engineering	3
EGR-142	Computer Aided Design	3
EGR-211	Solid Mechanics	4

EGR-270	Electric Circuits and Instrumentation	4
EGR-230	Engineering Economy	2
EGR-380	Engineering Thermodynamics	3
EGR-360	Engineering and Environmental Ethics	2
EGR-481	Senior Design Project I	2
EGR-482	Senior Design Project II	3

Core credits in major (54 credits)

Minimum credit hours of other (non-math/science) gen ed requirements (41 credits)

Total core credits (95 credits)

Additional credits for specialization (40-41 credits)

Civil Engineering Specialization (40 additional credit hours)

Required courses

MAT-255	Calculus III	4
EGR-320	MATLAB for Problem Solving	2
EGR-390	Heat Transfer	3
CIE-210	Geomatics Engineering	3
CIE-220	Structural Analysis	3
CIE-410	Geotechnical Engineering	4
CIE-450	Urban Hydrology	2
EGR-410	Fluid Mechanics	4
CIE-330	Reinforced Concrete Design	3
CIE-430	Structural Steel Design	3

Choose one of the following

MAT-112	General Statistics	3
MAT-204	Applied Statistics I	3

6 credit hours of electives, selected from the following

CIE-310	Transportation Engineering	3
CPE-210	Digital Systems	3
DES-151	DC2: Human Centered Design	3
DES-101	Design Fundamentals	3
DES-303	DSI 4: Structures	3
DES-353	DSI 6: Sustainable Design	3
DES-451	Design for Social Entrepreneurship	3
EGR-101	Engineering Shop Experience - Cnc	1
EGR-102	Engineering Shop Experience - Machining	1
EGR-103	Engineering Shop Experience - Welding	1
EGR-104	Engineering Shop Experience - Casting	1
EGR-105	Rapid Prototyping - 3D Printing	1
EGR-214	Dynamics	3
EGR-322	Manufacturing Engineering	2
EGR-325	Engineering Materials and Processing	2
EGR-350	Advanced CAD (Computer Aided Design)	2
EGR-370	Introduction to Robotics	2
MEE-321	Mechanics of Materials	4

MEE-405	Finite Element Analysis (FEA)	3
CIE-396	Special Topics in Civil Engineering	1 to 3
CIE-495	Independent Study and/or Research in Civil Engineering	1 to 2

Total credit hours for the BSE degree with a specialization in civil engineering (135 credits)

Computer Engineering Specialization (40-41 additional credit hours)

Required courses

MAT-223	Introduction to Mathematics Via Discrete Processes	3
CIS-172	Object Oriented Programming	4
CIS-221	Data Structures	4
CPE-210	Digital Systems	3
CPE-340	Microprocessor Systems	4
EEE-320	Electronic Devices and Circuits I	4
CPE-360	Computer Architecture	3
CIS-425	Operating Systems	3
CIS-342	Computer Network Fundamentals	3

Choose one of the following

MAT-112	General Statistics	3
MAT-204	Applied Statistics I	3
MAT-255	Calculus III	4
MAT-322	Mathematical Modeling I	3

6 credit hours of electives, selected from the following

CIS-320	Introduction to Software Engineering	3
CIS-344	Computer Network Security	3
EEE-360	Electromagnetic Fields and Waves	3
EEE-310	Signals and Systems	3
EEE-350	Automatic Control	3
EEE-220	Analysis and Design of Linear Circuits	3
EEE-340	Electrical Machines	2
EEE-430	Communications Engineering	4
EEE-420	Electronic Devices and Circuits II	3
EEE-440	Digital Signal Processing	3
DES-151	DC2: Human Centered Design	3
DES-101	Design Fundamentals	3
DES-303	DSI 4: Structures	3
DES-353	DSI 6: Sustainable Design	3
DES-451	Design for Social Entrepreneurship	3
EGR-101	Engineering Shop Experience - Cnc	1
EGR-102	Engineering Shop Experience - Machining	1
EGR-103	Engineering Shop Experience - Welding	1
EGR-104	Engineering Shop Experience - Casting	1
EGR-105	Rapid Prototyping - 3D Printing	1
EGR-320	MATLAB for Problem Solving	2
EGR-322	Manufacturing Engineering	2
EGR-325	Engineering Materials and Processing	2
EGR-350	Advanced CAD (Computer Aided Design)	2
EGR-370	Introduction to Robotics	2

MEE-321	Mechanics of Materials	4
CPE-396	Special Topics in Computer Engineering	1 to 3
CPE-495	Independent Study and/or Research in Computer Engineering	1 to 2

Total credit hours for the BSE degree with a specialization in computer engineering (135-136 credits)

Electrical Engineering Specialization (40 additional credit hours)

Required courses

MAT-255	Calculus III	4
CPE-210	Digital Systems	3
CPE-340	Microprocessor Systems	4
EEE-360	Electromagnetic Fields and Waves	3
EEE-320	Electronic Devices and Circuits I	4
EEE-310	Signals and Systems	3
EEE-350	Automatic Control	3
EEE-220	Analysis and Design of Linear Circuits	3
EGR-320	MATLAB for Problem Solving	2

Choose one of the following

MAT-112	General Statistics	3
MAT-204	Applied Statistics I	3

8 additional credit hours of electives, selected from the following (at least one course must be at the 400 level)

EEE-340	Electrical Machines	2
EEE-430	Communications Engineering	4
EEE-420	Electronic Devices and Circuits II	3
EEE-440	Digital Signal Processing	3
CIS-342	Computer Network Fundamentals	3
EGR-101	Engineering Shop Experience - Cnc	1
EGR-102	Engineering Shop Experience - Machining	1
EGR-103	Engineering Shop Experience - Welding	1
EGR-104	Engineering Shop Experience - Casting	1
EGR-105	Rapid Prototyping - 3D Printing	1
EGR-214	Dynamics	3
EGR-322	Manufacturing Engineering	2
EGR-325	Engineering Materials and Processing	2
EGR-350	Advanced CAD (Computer Aided Design)	2
EGR-370	Introduction to Robotics	2
MEE-321	Mechanics of Materials	4
MEE-324	Mechanics and Design Machinery	3
MEE-405	Finite Element Analysis (FEA)	3
DES-151	DC2: Human Centered Design	3
DES-101	Design Fundamentals	3
DES-303	DSI 4: Structures	3
DES-353	DSI 6: Sustainable Design	3
DES-451	Design for Social Entrepreneurship	3
EEE-396	Special Topics in Electrical Engineering	1 to 3
EEE-495	Independent Study and/or Research in Electrical Engineering	1 to 2

Total credit hours for the BSE degree with a specialization in electrical engineering (135 credits)

Mechanical Engineering Specialization (40 additional credit hours)

Required courses

MAT-255	Calculus III	4
EGR-214	Dynamics	3
EGR-320	MATLAB for Problem Solving	2
EGR-390	Heat Transfer	3
MEE-321	Mechanics of Materials	4
MEE-324	Mechanics and Design Machinery	3
MEE-403	Machine Component Design	3
EGR-410	Fluid Mechanics	4
EGR-350	Advanced CAD (Computer Aided Design)	2
EGR-322	Manufacturing Engineering	2

Choose one of the following

MAT-112	General Statistics	3
MAT-204	Applied Statistics I	3

7 credit hours of electives, selected from the following

EGR-101	Engineering Shop Experience - Cnc	1
EGR-102	Engineering Shop Experience - Machining	1
EGR-103	Engineering Shop Experience - Welding	1
EGR-104	Engineering Shop Experience - Casting	1
EGR-105	Rapid Prototyping - 3D Printing	1
EGR-325	Engineering Materials and Processing	2
MEE-310	Geometric Dimensioning and Tolerancing (GD&T)	2
MEE-405	Finite Element Analysis (FEA)	3
EGR-370	Introduction to Robotics	2
EEE-340	Electrical Machines	2
MEE-410	Mechanical Vibration	3
MEE-460	Design of Thermal Systems	3
CPE-210	Digital Systems	3
DES-101	Design Fundamentals	3
DES-151	DC2: Human Centered Design	3
DES-303	DSI 4: Structures	3
DES-353	DSI 6: Sustainable Design	3
DES-451	Design for Social Entrepreneurship	3
MEE-396	Special Topics in Mechanical Engineering	1 to 3
MEE-495	Independent Study and/or Research in Mechanical Engineering	1 to 2

Total credit hours for the BSE degree with a specialization in mechanical engineering (135 credits)

Design Engineering Specialization (40-41 additional credit hours)

Required courses

ART-101	Ideation/Interpretation 1	3
ART-111	OBS/REP 1: Empirical Drawing	3
ART-131	Ideation/Interpretation 2	3
ART-120	OBS/REP 2: Empirical Drawing	3
EGR-350	Advanced CAD (Computer Aided	2

Design)

6-7 credit hours of electives selected from the following (substitutions may be approved by division chair)

MAT-112	General Statistics	3
MAT-204	Applied Statistics I	3
MAT-255	Calculus III	4
MAT-322	Mathematical Modeling I	3
PHY-140	Astronomy	3
PHY-147	Physics of Music	4
BIO-100	Introduction to Biology	4
BIO-106	Environment and Society	4
BIO-107	Crops and Society	4
BIO-111	Anatomy and Physiology I	4
BIO-112	Anatomy and Physiology II	4

6 credit hours of electives selected from the following

DES-151	DC2: Human Centered Design	3
DES-101	Design Fundamentals	3
DES-201	DC3: User Experience Design	3
DES-303	DSI 4: Structures	3
DES-353	DSI 6: Sustainable Design	3
DES-451	Design for Social Entrepreneurship	3

14 additional credit hours of engineering electives selected from any CIE, CPE, EEE, EGR, or MEE courses (at least two courses must be at the 300 level or above, and at least one course must be at the 400 level)

Total credit hours for the BSE degree with a specialization in design engineering (135-136 credits)

Engineering Minor

Required courses

Requirements List

EGR-121	Introduction to Engineering	3
EGR-142	Computer Aided Design	3
EGR-211	Solid Mechanics	4
EGR-270	Electric Circuits and Instrumentation	4
EGR-360	Engineering and Environmental Ethics	2
MAT-253	Calculus I	4
MAT-254	Calculus II	4

5 additional credit hours selected from any CIE, CPE, EGR, EEE, or MEE courses (or CIS 121)

Total credit hours for the Engineering Minor (29 credits)

School of Theology and Ministry

The School of Theology and Ministry seeks to provide an environment that allows each student to discover and begin to carry out God's calling for his or her life. Here one finds a faculty second to none. All are committed Christ-followers who live under the authority of God's Word, have a high respect for the Church, and love students. Combined, they bring over two centuries of practical church and para-church experience to the classroom. Our students, who represent over 40 denominations, can choose from any of our 17 majors and 16 minors, even combining them in very useful ways. We also offer 4 graduate programs designed specifically for students with an undergraduate program in ministry and/or theology. Our classes are biblically and theological solid, and very practical. We offer many courses and many perspectives. You will love IWU's state-of-the-art facilities, and your classroom experience will be enriched by the many on- and off-campus activities offered by the School of Theology and Ministry. You will even have the opportunity to spend a summer or a semester studying abroad.

School of Theology and Ministry Programs

We provide programs of preparation for a variety of ministerial and academic careers. Undergraduate ministerial programs include Children's Ministries (p. 288), Christian Education (p. 289), Christian Ministries (p. 291), Worship Arts (p. 301), Worship Studies-Music Ministry, Worship Ministries (p. 303), Global Ministries (p. 297), Community Development (p. 294), Sports Ministries (p. 158), Pastoral Counseling and Care (p. 298), Pastoral Ministries (p. 286), Bible (p. 311), and Youth Ministries (p. 305). Programs in religious studies include Biblical and Theological Studies (p. 308), Biblical Literature (p. 310), Intercultural Studies (p. 313), and (p. 316) Theology and Philosophy (p. 316). Minors are also available in Adolescent Ministries, Biblical History and Geography (p. 311), Biblical Languages (p. 312), Bible (p. 311), Children's Ministries (p. 288), Christian Education (p. 290), Christian Ministries (p. 293), Christian Foundations (p. 312), Worship Studies (p. 305), Global Ministries (p. 298), Community Development (p. 296), Intercultural Studies (p. 316), Philosophy (p. 317), Theology (p. 317), Urban Ministries (p. 301) and Youth Ministries Minor (p. 306). Special programs include the Kern Ministry Program (p. 284) which offers both a bachelor's and a master's degree in Christian Ministries in five years, the Summer in Israel Program (p. 312) and other off-campus programs (see academic information section for a partial listing).

Graduate programs offered include Master of Practical Theology in Christian Ministries (80 credits); MA in Spiritual Care (36 credits with specializations in Pastoral Counseling, Congregational Formation, and Human Services; MA Biblical and Theological Studies (36 credits); and a MA Christian Thought (36 credits).

General Education Requirements

Students in these majors meet the general education competencies by taking the approved standard courses or meeting competencies except as otherwise noted.

Admission to Professional Majors

Admission to the majors within the Division of Practical Theology may require a formal screening process separate from the initial declaration of intent. The process includes the successful completion of the prescribed courses designated by each major. Students need to have a GPA of 2.25 cumulative and 2.5 in the coursework required for the major. Students must also file application forms including a written essay and references. In some cases a personal interview with school faculty may also be required. Enrollment in some advanced courses in the division is restricted to those admitted to these majors. A student needs to start the application to the major process by the end of their sophomore year (60 credit hours) and after the successful completion of the designated courses in his or her respective majors. Delay on this process will prohibit students from enrolling in advanced courses in their professional major.

Continuation in Professional Majors

Students must maintain a cumulative 2.25 GPA and a 2.50 academic GPA in coursework required for the major. Failure to do so may necessitate repeating courses or withdrawal from the major. The School of Theology and Ministry faculty reserves the right to request the withdrawal of any student who in its judgment fails to satisfy the standards of Christian character, moral integrity, and social fitness required for a professional minister.

Wesleyan Students

Students anticipating future service in The Wesleyan Church should include Wesleyan Church History/Discipline (REL-431) among their elective courses. The Christian Ministries and Pastoral Ministries majors are specifically designed to meet all the academic requirements for ordination in The Wesleyan Church. Any deviation from the course requirements should be approved in writing by both the Dean and the Executive Director of Education and Clergy Development for The Wesleyan Church. Students who are members of The Wesleyan Church should be in contact with their District Board of Ministerial Development (DBMD) prior to applying for admission to the professional majors.

Graduate Credits-in-Escrow

See *Undergraduate/Graduate Crossover Policy* (p. 37).

Advanced Standing with Credit

Graduates of undergraduate programs with relevant theological courses in Bible, theology, church history, and practical theology, and who enroll in the relevant graduate programs of the School of Theology and Ministry may receive advanced standing with credit on the basis of competence achieved in certain undergraduate courses. Advanced standing with credit may not exceed 25% of the total hours in the program. Advanced credit may be granted for the courses listed below under the following conditions:

1. The course(s) were taken at a regionally accredited or ABHE accredited institution. The School of Theology and Ministry reserves the right to determine whether or not courses are equivalent.

2. A student has received at least a "B" in the specific course(s) as indicated with at least one course on the 300 or 400 level and no course below the 200 level.
3. The student successfully demonstrates competency of the required graduate course outcomes through either an oral or written assessment performed by a designated academic representative of the School of Theology and Ministry.

Required Undergrad Courses

BIL 510 Biblical Hermeneutics (3)

Choose Two of the Following:
 BIL 202 Inductive Bible Study
 BIL 301 Pentateuch
 BIL 302 Historical Books
 BIL 305 Poetic Books
 BIL 307 Minor Prophets
 BIL 312 Johannine Literature
 BIL 314 Paul's Earlier Epistles
 BIL 315 Paul's Later Epistles
 BIL 317 Hebrews and General Epistles
 BIL 320 The Apocalyptic Literature
 BIL 434 Luke-Acts
 Any 300-400 BIL class

THE 500 Christian Doctrine (3)

THE-233 Systematic Theology

Choose One Additional Course:
 THE 310 Christology
 THE 311 Ecclesiology
 THE 313 Pneumatology
 THE 333 Doctrine of Holiness
 THE 425 Patristic Theology
 THE 487 Special Topics in Systematic Theology

REL 510 History of the Global Christian Church (3)

Choose one of the following:
 REL 382 History of the Christian Church
 REL 384 History of the Christian Church in the Middle East
 REL 386 Contemporary Global Christianity

Choose one of the following:
 REL 392 History of Protestantism
 REL 431 Wesleyan Church History/Discipline

REL 525 Spiritual Care and Counseling (3)

REL 270 Evangelism and Discipleship
 REL 370 Introduction to Pastoral Care and Counseling

Choose One Additional Course:
 PSY 150 General Psychology
 PSY 250 Developmental Psychology
 PSY 251 Child Development
 PSY 252 Adolescent Development

REL 545 Contextualized Educational Ministries (3)

REL 240 Ministry in Context
 CED 255 Local Church Education
 REL 490 Practical Theology Capstone

REL 565 Homiletics (3)

REL 365 Homiletics I
REL 366P Preaching PracticumChoose One Additional Course:
REL 366 Homiletics II
YTH 366 Preaching to Youth

WOR 530 Worship Pastor (2)

WOR 235 Worship
WOR 436L Christian Worship Lab II: Church RitualsChoose One Additional Course:
WOR 235L Christian Worship Lab I: Congregational Worship
WOR 236 Enthodoxology in Christian Ministry

HBR 500 Hebrew Grammar

HBR 200 Beginning Hebrew I
HBR 300 Beginning Hebrew II

GRE 500 Greek Grammar

GRE 200 Beginning Greek I
GRE 300 Beginning Greek II

HBR 523 Intermediate Hebrew I

HBR 300 Beginning Hebrew I
HBR 423 Hebrew Bible
(3rd semester Hebrew)

GRE 523 Intermediate Greek I

GRE 300 Beginning Greek II
GRE 423 Hebrew Bible
(3rd semester Hebrew)

HBR 524 Intermediate Hebrew II

HBR 423 Hebrew Bible
(4th semester Hebrew)

GRE 524 Intermediate Greek II

GRE 423 Greek Bible
(4th semester Greek)

BIL 581 Contexts of Scripture

BIL 280 Lands of the Bible
BIL 381 Scripture in Context II

NES 580 Archaeology of Syria-Palestine

NES 280 Art, Architecture, and Artifact of the Near East
NES 480 Archaeology of Syria-Palestine

NES 585 Faith and Politics in the Modern Middle East

HST 280 History of the Middle East and North Africa
NES 380 Israel-Palestine

Practical Theology Division

Kern Mentoring Program - B.S./A.B. to MPTh/MA

The Kern Mentoring Program is designed to better equip persons for a lifetime of ministry.

- Graduate with two degrees in five years, and to do so with less debt.
- Participate in programs and events designed for spiritual formation and leadership development.
- Receive additional coaching and mentoring in regards to your church placement and your 1st year in ministry.

Approved undergraduate programs for the Kern Mentoring Program include the following majors/combination of majors:

- Children's Ministries + Pastoral Ministries (double major)
- Christian Education + Pastoral Ministries (double major)
- Christian Ministries (B.S. or A.B.)
- Community Development + Pastoral Ministries (double major)
- Global Ministries + Pastoral Ministries (double major)
- Youth Ministries + Pastoral Ministries (double major)
- Worship Ministries + Pastoral Ministries (double major)

Scholarships:

Students accepted to the program at the undergraduate level may be eligible to receive yearly scholarships. Scholarships are also available to graduate students each semester.

Master of Practical Theology - MPTh

Entry Requirements

Required Undergraduate GPA: 3.0

Graduate of an Undergraduate Ministerial Program.

Required ministerial competencies:

- Bible (6 hours of undergraduate coursework)
- Theology and Philosophy (6 hours of undergraduate coursework)

Degree Requirements (80 credits)

Religions and Ministerial Studies (RMS) (30 credits)

THE-500	Christian Doctrine	3
BIL-510	Biblical Hermeneutics	3
REL-510	History of the Global Christian Church	3
BIL-525	Biblical Theology and Themes	3
REL-531	American Christianity	2 to 3
THE-570	Christology	3
	or	
THE-572	Contemporary Evangelical Thought	3
BIL-588	Special Topics in Old Testament	3
	or	
HBR-523	Intermediate Hebrew I	3
BIL-590	Special Topics in New Testament	3
	or	
GRE-523	Intermediate Greek I	3
REL-650	Sociology of Religion	3
PHL-660	Ethics and Society	3

Practical Theology (PRT) (44 credits)

REL-501	Formation in Christian Practices	1

REL-502	Formation through Spiritual Direction	1
REL-525	Spiritual Counseling and Care	3
REL-545	Contextualized Educational Ministries	3
REL-555	Practical Theology of Ministry	3
REL-565	Homiletics	3
REL-570	Strategic Pastoral Counseling	3
REL-585	Mission and Witness of the Church	3
WOR-530	Worship Pastor	2
WOR-535	Leading Worship Renewal: Moving from Passive to Participatory Worship	3
CED-630	Christian Education of Children and Families	3
CED-635	Christian Education of Youth and Families	3
REL-640	Multi-Ethnic Ministry	2 to 3
REL-665	Advanced Homiletics	3
REL-670	Pastoral Care	3
REL-680	Pastoral Leadership	3
REL-695	Ministry Masters Capstone	1

Mentored Ministry (6 credits)

REL-601	Transition from Academy to Church	2
REL-602	Coached Ministry Apprenticeship 1	1 to 3
REL-603	Coached Ministry Apprenticeship 2	1 to 3

*REL-602 and REL-603 should be taken for 2 credit hours in both the fall and spring semesters.

Spiritual Care - M.A.

Entry Requirements

Required Undergraduate GPA: 2.75

Graduate of an Undergraduate Ministerial Program.

Required ministerial competencies:

Pastoral Counseling and Human Services Specializations

- Bible (6 hours of undergraduate coursework)
- Theology and Philosophy (6 hours of undergraduate coursework)

Congregational Care Specialization

- Bible (6 hours of undergraduate coursework)
- Theology and Philosophy (6 hours of undergraduate coursework)
- Christian Education (3 hours of undergraduate coursework)
- Worship (3 hours of undergraduate coursework)

Requirements (36 credits)

Core (24 credits)

Ministerial Studies

BIL-510	Biblical Hermeneutics	3
THE-500	Christian Doctrine	3
REL-555	Practical Theology of Ministry	3

REL-695	Ministry Masters Capstone	1

Spiritual Care

REL-501	Formation in Christian Practices	1
REL-502	Formation through Spiritual Direction	1
REL-525	Spiritual Counseling and Care	3
REL-570	Strategic Pastoral Counseling	3
REL-585	Mission and Witness of the Church	3
REL-670	Pastoral Care	3

Specializations (12 credits)**Pastoral Counseling**

CNS-504	Theory and Techniques in Group Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-522	Foundations in Clinical Mental Health Counseling	3

Congregational Formation

WOR-535	Leading Worship Renewal: Moving from Passive to Participatory Worship	3
CED-630	Christian Education of Children and Families	3
CED-635	Christian Education of Youth and Families	3
PHL-660	Ethics and Society	3

Human Services

SWK-542	Human Behavior and Social Environment	3
	or	
SWK-650	Mental Health and Psychopathology	3
SWK-555	Social Work Practice I	3
	or	
SWK-655	Advanced Interpersonal Practice	3
SWK-556	Social Work Practice II	3
	or	
SWK-656	Advanced Practice With Families and Groups	3
SWK-557	Generalist Practice With Communities and Organizations	3
	or	
SWK-660	Social Welfare Policy and Program Development	3

Pastoral Ministries 2nd Major

The pastoral ministries major must be taken with another ministry major offered by the School of Theology and Ministry. The following double major combinations are approved tracks for both Wesleyan ordination and the Kern Mentoring Program.

- Children's Ministries + Pastoral Ministries
- Christian Education + Pastoral Ministries
- Community Development (Pastoral Ministry specialization) + Pastoral Ministries

- Global Ministries + Pastoral Ministries
- Youth Ministries + Pastoral Ministries
- Worship Ministries + Pastoral Ministries

Requirements (41 credits)

Practical Theology (PRT) (18 credits)

REL-240	Ministry in Context	3
CED-255	Local Church Education	2
CED-255P	Local Church Education Practicum	1
WOR-235	Worship	2
WOR-235L	Christian Worship Lab I: Congregational Worship	1
	or	
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
REL-365	Homiletics I	3
REL-366	Homiletics II	2
	or	
YTH-366	Preaching to Youth	2
REL-366P	Preaching Practicum	1
REL-370	Introduction to Pastoral Counseling and Care	2
WOR-436L	Christian Worship Lab II: Church Rituals	1

*WOR-238 must be taken for 1 credit for majors.

Religious and Ministerial Studies (RMS) (20 credits)

REL-380	History of Christian Missions	3
	or	
REL-382	History of the Christian Church	2 to 3
	or	
REL-384	History of the Christian Church in the Middle East	3
	or	
REL-386	Contemporary Global Christianity	3
REL-392	History of Protestantism	2
BIL	300/400 Advanced OT	3
BIL	300/400 Advanced NT	3
BIL	Bible Elective	3
THE-333	Doctrine of Holiness	3

Choose 1:

PHL	Any PHL course except for 180	3
THE	Any THE course except for 233 or 333	3
REL-307	Race, Class, and Gender: Church and Society	3
REL-312	Hope and Suffering	3
NES-380	Israel-Palestine	3

Prescribed General Education (3 credits)

Choose 1:

PSY-150	General Psychology	3
PSY-250	Developmental Psychology	3
PSY-251	Child Development	3
PSY-252	Adolescent Growth and Development	3

Children's Ministries - B.S.

Purpose

The Children's Ministries major is designed to prepare a student to serve in a church staff position such as a director of children's ministry. The Children's Ministries major also prepares students to serve in various para-church organizations (that serve the needs of children) as well as giving needed preparation for students who intend to seek employment in church-related pre-schools and day care centers. Students who plan to seek ordination in The Wesleyan Church or who plan to enroll in the MPTTh must double major in Pastoral Ministries.

General Education Requirements

Students in this major meet the general education requirements by taking REL-240.

Requirements (45 credits)

Ministry Core (15 credits)

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
BIL	300/400 Advanced OT	3
THE-233	Systematic Theology	3

Practical Theology (PRT) (27 credits)

CED-255	Local Church Education and	2
CED-255P	Local Church Education Practicum	1
CED-230	Teaching the Bible to Children	3
CED-354	Working With Children	3
CED-361	Children's Ministry Practicum	1
CED-362	Children's Ministry Practicum	1
CED-363	Children's Ministry Practicum	1
CED-455	Christian Education in the Family	2
CED-491	Leading a Children's Ministry in a Local Church	3
REL-240	Ministry in Context	3
YTH-330	Theological Foundations of Youth and Family Ministries	3
REL-370	Introduction to Pastoral Counseling and Care	2
YTH-471	Pastoral Counseling and Care I: Children to Adulthood	2

Religious and Ministerial Studies (3 credits)

BIL	300/400 Advanced NT	3

Children's Ministries - A.S.

Associate of Science

The Associate of Science degree is a two-year program that requires a 24-credit-hour concentration.

Children's Ministries Minor

A minor in Children's Ministries consists of 18 credit hours of carefully selected courses.

Requirements (18 credits)

Ministry Core (4 credits)

REL-200	Introduction to Ministry	1
CED-255	Local Church Education	2
CED-255P	Local Church Education Practicum	1

Practical Theology (PRT) (14 credits)

CED-230	Teaching the Bible to Children	3
CED-354	Working With Children	3
CED-455	Christian Education in the Family	2
CED-491	Leading a Children's Ministry in a Local Church	3
YTH-330	Theological Foundations of Youth and Family Ministries	3

Christian Education - B.S

Purpose

The Christian Education major consists of a program of 44 credit hours designed to prepare a student to serve in a church staff position such as a director of Christian education, director of children's ministry, or director of adult ministries. The Christian Education major also prepares students to serve in para-church organizations (such as Youth for Christ or Young Life) or in Christian camps, church-related child-care ministries, etc. Students who plan to seek ordination in The Wesleyan Church or who plan to enroll in the MPTh must double major in Pastoral Ministries.

General Education Requirements

Students in this major meet the general education requirements by taking REL-240 and PSY-250.

Requirements (44 credits)

Ministry Core (15 credits)

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
BIL	300/400 Advanced OT/NT	3
THE-233	Systematic Theology	3

Practical Theology (PRT) (17 credits)

CED-255	Local Church Education	2
CED-255P	Local Church Education Practicum	1
CED-230	Teaching the Bible to Children	3
CED-240	Teaching the Bible to Youth and Adults	3
CED-357	Christian Education Practicum	1
CED-358	Christian Education Practicum	1
CED-359	Christian Education Practicum	1
CED-455	Christian Education in the Family	2
CED-490	Leading Christian Education	3

Specializations (12 credits)

Choose one specialization:

Church Administration and Leadership

CDV-229	Non-profit Administration	3
REL-350	Leading Others	3
CDV-352	Non-Profit Funding	3

	or	
CDV-354	Missional Innovation	3
REL-468	Church Leadership	3

Educational Studies

EDU-200	Educational Technology	1 to 2
EDU-301	Management in the 21st Century Classroom	1
EDU-302	ELL in the 21st Century Classroom	1
EDU-245	Foundations of Literacy	3
	or	
EDU-265	Young Adult Literature	3
EDU-240	Educational Psychology	3
	or	
PSY-250	Developmental Psychology	3
	or	
PSY-251	Child Development	3
	or	
PSY-252	Adolescent Growth and Development	3
PSY-276	Psychology of the Exceptional Learner	3

Global Studies

INT-220	Intercultural Relationships	3
PHL-248	Religions of the World	3
SOC-225	Cultural Anthropology	3
REL-386	Contemporary Global Christianity	3

Ministerial Studies

REL-226	The Christian Life: Sustaining Spiritual Vibrancy	3
BIL-280	Lands of the Bible	3
THE	300/400 Elective	3
BIL	300/400 Advanced OT/NT	3

Students should take one 300/400 level OT and one 300/400 NT in their program.

Youth and Family Ministries

PHE-122	Active Recreation Games	1
CED-354	Working With Children	3
YTH-230	Programming Youth and Family Ministries	2
YTH-230P	Programming Youth and Family Ministries Practicum	1
YTH-330	Theological Foundations of Youth and Family Ministries	3
YTH-380	Advanced Studies in Youth and Culture	2

Christian Education - A.S.

Associate of Science

The Associate of Science degree is a two-year program that requires a 24-credit-hour concentration.

Christian Education Minor

A minor in Christian Education consists of 18 credit hours of carefully selected courses.

Requirements (18 credits)

Ministry Core (4 credits)

REL-200	Introduction to Ministry	1
CED-255	Local Church Education	2
CED-255P	Local Church Education Practicum	1

Practical Theology (14 credits)

CED-230	Teaching the Bible to Children	3
CED-240	Teaching the Bible to Youth and Adults	3
REL-226	The Christian Life: Sustaining Spiritual Vibrancy	3
CED-455	Christian Education in the Family	2
CED-490	Leading Christian Education	3

Christian Ministries - B.S.

Purpose

The major in Christian Ministries is the degree that contains the courses designed to prepare persons for pastoral ministry in the church. This is one of four majors which meet requirements for ordination in The Wesleyan Church; moreover, it is the primary major taken by students seeking ordination in other denominations. The major can be applied to either a Bachelor of Science or Bachelor of Arts degree. The requirements for both degrees are quite similar. Additional courses in ancient languages are required for the Bachelor of Arts degree. Students anticipating further education beyond the baccalaureate degree are encouraged to consider the Bachelor of Arts degree as the preferred option.

General Education Requirements

Students in this major meet the general education requirements by taking PSY-150 or 250, (REL-365, REL-366, and REL-366P) and REL-240.

Requirements (66 credits)

Ministry Core (15 credits)

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
BIL	Elective	3
THE-233	Systematic Theology	3

Practical Theology (PRT) (28 credits)

REL-240	Ministry in Context	3
CED-255	Local Church Education	2
CED-255P	Local Church Education Practicum	1
WOR-235	Worship	2
WOR-235L	Christian Worship Lab I: Congregational Worship	1
YTH-230	Programming Youth and Family Ministries	2
YTH-230P	Programming Youth and Family Ministries Practicum	1
REL-365	Homiletics I	3
REL-366	Homiletics II and	2
REL-366P	Preaching Practicum	1
REL-370	Introduction to Pastoral Counseling	2

	and Care	
YTH-471	Pastoral Counseling and Care I: Children to Adulthood	2
REL-472	Pastoral Counseling and Care II: Through the Aging Process	2
REL-468	Church Leadership	3
WOR-436L	Christian Worship Lab II: Church Rituals	1

Religious and Ministerial Studies (RMS) (20 credits)

REL-382	History of the Christian Church	2 to 3
	or	
REL-384	History of the Christian Church in the Middle East	3
	or	
REL-386	Contemporary Global Christianity	3
REL-392	History of Protestantism	2
BIL	300/400 Advanced OT	3
BIL	300/400 Advanced NT	3
THE-333	Doctrine of Holiness	3
-	PHL (not PHL 180), THE (not 233 or 333), NES 380, NES 480, REL 307	3
-	PHL (not PHL 180), THE (not 233 or 333), NES 380, NES 480, REL 307	3

General Education

PSY-150	General Psychology	3
	or	
PSY-250	Developmental Psychology	3

Christian Ministries - A.B.**Requirements (66 credits)****Ministerial Core (15 credits)**

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
BIL	Bible Elective	3
THE-233	Systematic Theology	3

Practical Theology (28 credits)

REL-240	Ministry in Context	3
CED-255	Local Church Education	2
	and	
CED-255P	Local Church Education Practicum	1
WOR-235	Worship	2
WOR-235L	Christian Worship Lab I: Congregational Worship	1
YTH-230	Programming Youth and Family Ministries	2
	and	
YTH-230P	Programming Youth and Family Ministries Practicum	1
REL-365	Homiletics I	3

REL-366	Homiletics II and	2
REL-366P	Preaching Practicum	1
REL-370	Introduction to Pastoral Counseling and Care	2
YTH-471	Pastoral Counseling and Care I: Children to Adulthood	2
REL-472	Pastoral Counseling and Care II: Through the Aging Process	2
REL-468	Church Leadership	3
WOR-235L	Christian Worship Lab I: Congregational Worship	1

Religious and Ministerial Studies (20 credits)

REL-382	History of the Christian Church	2 to 3
	or	
REL-384	History of the Christian Church in the Middle East	3
	or	
REL-386	Contemporary Global Christianity	3
REL-392	History of Protestantism	2
BIL	300/400 Advanced OT	3
BIL	300/400 Advanced NT	3
THE-333	Doctrine of Holiness	3
HBR-200	Beginning Hebrew I	3
	or	
GRE-200	Beginning Greek I	3
HBR-300	Beginning Hebrew II	3
	or	
GRE-300	Beginning Greek II	3

Prescribed General Education (3 credits)

PSY-150	General Psychology	3
	or	
PSY-250	Developmental Psychology	3

Christian Ministries - A.S.

Associate Degrees

Associate degrees in Christian Ministries are two-year programs with a 24-credit-hour concentration identical to the Christian Ministries Minor (p. 293).

Christian Ministries Minor

A minor in Christian Ministries consists of 24 credit hours of courses specifically relating to professional preparation for pastoral or para-church ministry.

Requirements (24 credits)

Ministry Core (4 credits)

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3

Practical Theology (PRT) (17 credits)

CED-255	Local Church Education and	2
CED-255P	Local Church Education Practicum	1

REL-240	Ministry in Context	3
WOR-235	Worship	2
WOR-235L	Christian Worship Lab I: Congregational Worship	1
REL-365	Homiletics I	3
REL-370	Introduction to Pastoral Counseling and Care	2
REL-468	Church Leadership	3
Religious and Ministerial Studies (RMS) (3 credits)		
BIL-202	Inductive Bible Study	3

Community Development - B.S.

Purpose

This major seeks to prepare students spiritually and with intellectual breadth to serve God and humanity as true world changers by equipping them with professional knowledge and skills for careers and graduate studies in community development (CDV).

The curriculum presents CDV in alignment with the generally accepted understanding of the field and primes students for graduate studies and employments in national and international relief and development agencies as well as in local church-based and community development organizations.

The basic premise of this major is that context determines content, thus worldviews shape the manner in which God's created resources are acknowledged, tended and utilized. This principle guides the way in which development programs approach the analysis and critique of the stewardship responsibilities of God's created resources in the local, national and global communities. Our students are therefore prompted to the biblical understanding of the world as God's creation and the role of the church in fulfilling the scriptural call for justice, peace and prosperity for all humanity. Students who plan to seek ordination in The Wesleyan Church or who plan to enroll in the MPTh must double major in Pastoral Ministries.

General Education Requirements

Students in this major meet the general education requirements when taking REL-240. Other general education requirements may be met depending on the student's specialization. Students should consult with an academic advisor for further information.

Requirements (48 credits)

Ministerial Core (12 credits)

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
THE-233	Systematic Theology	3

Practical Theology (PRT) (18 credits)

REL-240	Ministry in Context	3
CDV-227	Transformational Community Development	3
CDV-229	Non-profit Administration	3
REL-350	Leading Others	3
CDV-352	Non-Profit Funding	3
CDV-354	Missional Innovation	3

Religious and Ministerial Studies (RMS) (6 credits)

BIL-252	Biblical Theology of Social Justice	3
REL-307	Race, Class, and Gender: Church and	3

Society

Specializations (12 credits)

Choose one 12 hour specialization

Addictions Counseling

ADC-210	Addictions Theory	3
ADC-212	Psychopharmacology	3
ADC-310	Addictions Counseling Skills	3
	Choose one of the following:	
ADC-320	Theory and Practice of Group Counseling	3
ADC-330	Counseling Addicted and Dysfunctional Family Systems	3
ADC-458	Addiction Programs and Professional Development	3

Child Advocacy

SWK-205	Child Maltreatment	3
SWK-250	Global Child Advocacy Issues	3
SWK-340	Sociology of Child Poverty	3
SWK-452	Interpersonal Violence	3

Criminal Justice

CRJ-181	Introduction to Criminal Justice	3
CRJ-202	Introduction to Corrections	3
CRJ-246	Criminology	3
CRJ-268	Crisis Intervention	3

Design for Social Impact

ART-101	Ideation/Interpretation 1	3
	or	
DES-101	Design Fundamentals	3
DES-151	DC2: Human Centered Design	3
DES-254	DSI 2: Placemaking Design	3
DES-353	DSI 6: Sustainable Design	3

Economics/Public Policy

POL-200	State and Local Government and Politics	3
MAT-305	Statistics for Social Sciences	3
	Choose 2 of the following courses	
ECO-212	Microeconomics	3
ECO-213	Macroeconomics	3
ECO-315	Urban Economics and Policy	3

Environmental Studies

BIO-206	Principles of Environmental Science	4
	Choose 2 of the following courses	
BIO-202	Plant Biology	4
BIO-220	Field Biology and Natural History	3
BIO-317	Advanced Crops and Society	4

Human Trafficking Studies

CDV-320	Issues in Human Trafficking	3
REL-312	Hope and Suffering	3
IPE-421	Trauma Informed Approaches	3
IPE-422	Ethics and Advocacy in Human Trafficking	3

*IPE courses are online and open to all students.

Ministerial Studies

BIL	300/400 Advanced OT/NT	3
CED-255	Local Church Education	2
CED-255P	Local Church Education Practicum	1
REL-370	Introduction to Pastoral Counseling and Care	2
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
YTH-230	Programming Youth and Family Ministries	2
YTH-230P	Programming Youth and Family Ministries Practicum	1

Pastoral Counseling and Care

REL-370	Introduction to Pastoral Counseling and Care	2
YTH-471	Pastoral Counseling and Care I: Children to Adulthood	2
REL-472	Pastoral Counseling and Care II: Through the Aging Process	2
PSY-150	General Psychology	3
	Choose one of the following:	
PSY-366	Psychology of Abnormal Behavior	3
REL-312	Hope and Suffering	3

Public Health

PHE-362	Nutrition for Health	3
PHE-365	Public and Community Health	3
PHE-366	Alcohol and Drug Education	3
PHE-413	Health Promotion and Wellness Management	3

Youth and Family Ministries

PHE-122	Active Recreation Games	1
YTH-230P	Programming Youth and Family Ministries Practicum	1
CED-255	Local Church Education	2
CED-255P	Local Church Education Practicum	1
YTH-330	Theological Foundations of Youth and Family Ministries	3
YTH-380	Advanced Studies in Youth and Culture	2

TESOL

ENG-170	Introduction to Language	3
TSL-203	Foundations of TESOL	3
TSL-305	Second Language Acquisition	3
EDU-382	Methods of Teaching Senior High/Junior High/Middle School Subjects	3

Community Development Minor

Requirements (18 credits)

Core (6 credits)

CDV-227	Transformational Community Development	3
BIL-252	Biblical Theology of Social Justice	3

Choose one of the following Specializations:

Specializations (12 credits)

Non-profit Leadership

CDV-229	Non-profit Administration	3
REL-350	Leading Others	3
CDV-352	Non-Profit Funding	3
CDV-354	Missional Innovation	3

Human Trafficking Studies

CDV-320	Issues in Human Trafficking	3
REL-312	Hope and Suffering	3
IPE-421	Trauma Informed Approaches	3
IPE-422	Ethics and Advocacy in Human Trafficking	3

*IPE courses are online and open to all students.

Global Ministries - A.B.

Global Ministries is an interdisciplinary program designed to prepare students to serve in cross-cultural professional ministry. Students who plan to seek ordination in The Wesleyan Church or who plan to enroll in the MPTh must double major in Pastoral Ministries.

Students in the Global Ministries major meet the general education requirement by taking SOC-225 and INT-220.

Requirements (46 credits)

Global Studies Core (15 credits)

ENG-170	Introduction to Language	3
GEO-202	Political and Cultural Geography	3
INT-220	Intercultural Relationships	3
PHL-248	Religions of the World	3
GLM-360	Global Ministry Internship	2 to 9
INT-390	Intercultural Engagement Seminar	1

Ministry Core (12 credits)

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
THE-233	Systematic Theology	3

Missiology (19 credits)

REL-240	Ministry in Context	3
BIL-256	Biblical Theology of Missions	3
SOC-225	Cultural Anthropology	3
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
REL-386	Contemporary Global Christianity	3
CDV-354	Missional Innovation	3
GLM-422	Leading Transformational Global Ministries	3

*WOR-238 must be taken for 1 credit for majors.

GLM Major must earn a certificate, minor, or major in one of the following disciplines:

- Business Administration
- Children's Ministries
- Christian Education
- Christian Ministries
- Community Development
- Non-Profit Leadership
- Spanish
- TESOL
- Youth Ministries

Global Ministries Minor

A Global Ministries minor consists of the following courses designed to prepare students to serve in intentional cross-cultural ministry alongside a chosen major area of study.

Requirements (23 credits)

Ministry Core (4 credits)

REL-200	Introduction to Ministry	1
REL-240	Ministry in Context	3

Missiology (19 credits)

INT-220	Intercultural Relationships	3
SOC-225	Cultural Anthropology	3
BIL-256	Biblical Theology of Missions	3
PHL-248	Religions of the World	3
REL-386	Contemporary Global Christianity	3
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
GLM-422	Leading Transformational Global Ministries	3

*WOR-238 must be taken for 1 credit for minors.

Pastoral Counseling and Care - B.S.

The Pastoral Counseling and Care program increases student awareness of human need and potential means of care in the context of the local church and/or chaplaincy programs. Pastoral counseling and care theories and practices are introduced and engaged, along with biblical, theological, and professional frameworks for ministry. Students who complete the program will be prepared to enter pastoral ministry and will be equipped to pursue graduate degrees in related fields. This major is not a pre-licensure program. Students who plan to seek ordination in The Wesleyan Church or who plan to enroll in the MPTh must double major in Pastoral Ministries.

Requirements (48 credits)

Ministry Core (15 credits)

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
BIL	300 Level OT/NT elective	3
THE-233	Systematic Theology	3

Practical Theology (PRT) (15 credits)

REL-240	Ministry in Context	3

REL-226	The Christian Life: Sustaining Spiritual Vibrancy	3
REL-312	Hope and Suffering	3
REL-370	Introduction to Pastoral Counseling and Care	2
YTH-471	Pastoral Counseling and Care I: Children to Adulthood	2
REL-472	Pastoral Counseling and Care II: Through the Aging Process	2

Religious and Ministerial Studies (RMS) (6 credits)

PHL-282	Ethics	3
THE-333	Doctrine of Holiness	3

Professional Development Course (3 credits)

Choose 1 of the following courses:

PHL-248	Religions of the World	3
REL-468	Church Leadership	3
REL-480	Ministry Internship	3 to 6

- PHL 248 Religions of the World (Recommended for students pursuing chaplaincy)
- REL 468 Church Leadership (Required for all students double majoring in Pastoral Ministries. Recommended for those entering church ministry)

Prescribed General Education/Psychology (9 credits)

PSY-150	General Psychology	3
PSY-250	Developmental Psychology	3
PSY-366	Psychology of Abnormal Behavior	3

Pastoral Counseling and Care Minor**Requirements (22 credits)****Ministry Core (4 credits)**

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3

Practical Theology (PRT) (12 credits)

REL-226	The Christian Life: Sustaining Spiritual Vibrancy	3
REL-312	Hope and Suffering	3
REL-370	Introduction to Pastoral Counseling and Care	2
YTH-471	Pastoral Counseling and Care I: Children to Adulthood	2
REL-472	Pastoral Counseling and Care II: Through the Aging Process	2

Prescribed General Education/Psychology (6 credits)

PSY-150	General Psychology	3
PSY-366	Psychology of Abnormal Behavior	3

*Children's Ministries, Worship Ministries and Youth Ministries majors must also take PHL 282 Ethics in order to establish the minimum of 15 unique hours.

Sports Ministries - B.S.**Purpose**

The Division of Health and Human Performance and the Division of Practical Theology have created an interdisciplinary major in Sports Ministries. The purpose of this major is to prepare students professionally for service in church sports ministries, sports camps, school sports ministries, youth sports ministries, sports chaplaincy, short and long term missions, individual sport coach training, and para-church sports ministries. Students in this major may meet the general education requirements by taking REL-365 (in conjunction with YTH-366 and REL-366P).

Requirements (50 credits)

Ministry Core (15 credits)

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
BIL	300/400 Advanced OT/NT	3
THE-233	Systematic Theology	3

Practical Theology (PRT) (14 credits)

YTH-230	Programming Youth and Family Ministries	2
YTH-230P	Programming Youth and Family Ministries Practicum	1
CED-240	Teaching the Bible to Youth and Adults	3
	or	
REL-365	Homiletics I	3
YTH-240	Camp and Retreat Ministries	3
REL-340	Models of Sports Ministry	3
YTH-380	Advanced Studies in Youth and Culture	2

Health and Human Performance (HHP) (18 credits)

PHE-122	Active Recreation Games	1
PHE or PSY	PHE or PSY 224 Psychology of Sport and Exercise	3
PHE-235	Professional Experience I	1
PHE-236	Professional Experience II	1
PHE-470	Sports Ministry Internship	3
SMG-155	Introduction to Physical Education, Sport, and Wellness	3
SMG-350	Ethics and Character Development in Sport	3
SMG-354	Sports Management	3
	or	
SMG-371	Administration of Physical Education and Athletics	3

Prescribed General Education (3 credits)

PSY-150	General Psychology	3

Sports Ministries Minor

Requirements (24 credits)

Ministry Core (4 credits)

REL-200	Introduction to Ministry	1

REL-270	Evangelism and Discipleship	3
Practical Theology (8 credits)		
YTH-230	Programming Youth and Family Ministries	2
YTH-230P	Programming Youth and Family Ministries Practicum	1
YTH-240	Camp and Retreat Ministries	3
REL-340	Models of Sports Ministry	3
YTH-380	Advanced Studies in Youth and Culture	2
Health and Human Performance (9 credits)		
PHE or PSY	PHE or PSY 224 Psychology of Sport and Exercise	3
SMG-155	Introduction to Physical Education, Sport, and Wellness	3
SMG-350	Ethics and Character Development in Sport	3
Prescribed General Education (3 credits)		
PSY-150	General Psychology	3

Urban Ministries Minor

Requirements (18 credits)

Requirements

INT-220	Intercultural Relationships	3
REL-240	Ministry in Context	3
SOC-210	Intergroup Relations	3
CDV-240	Urban Anthropology	3
CDV-276	Models of Urban Ministry	3
CDV-365	Urban Ministries Internship	3 to 9
CDV-376	Urban Church Planting	3
CDV-488	Special Topics in Community Development	1 to 3

Worship Arts - B.S.

Purpose

The Worship Arts major consists of a program of 47 credit hours. The core set of courses (34 credit hours) is taken in the School of Theology and Ministry; the remaining courses (12 credit hours) are taken within the division related to the student's art form of emphasis. This program is designed to prepare a student to serve in a local church or other para-church ministry in worship leadership. It is also an excellent second major to enhance a student's training for other ministries. Students who plan to enroll in the MPTTh Christian Ministries must take the Worship Ministries + Pastoral Ministries double majors.

General Education Requirements

Students in the Worship Arts major meet the general education requirements by taking WOR-238.

Requirements (47 credits)

Ministry Core (12 credits)

REL-200	Introduction to Ministry	1

REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
THE-233	Systematic Theology	3

Philosophy and Theology of Worship (15 credits)

WOR-235	Worship	2
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
BIL-254	Biblical Foundations of Worship	3
WOR-322	Worship Throughout the Christian Year	3
WOR-325	Centuries of Song	3
WOR-438	Discipling Worshipers	2 to 3

WOR-238 must be taken for 1 credit for majors

Worship in Practice (8 credits)

WOR-235L	Christian Worship Lab I: Congregational Worship	1
WOR-340	Leading Worship Through the Arts	3
WOR-436L	Christian Worship Lab II: Church Rituals	1
WOR-480	Worship Arts Internship	3 to 6

Specializations (12 credits)**Creative Arts**

Choose 12 hours of the following courses:

ART-101	Ideation/Interpretation 1	3
COM-112	Introduction to Multimedia Storytelling	3
COM-113	Introduction to Video	3
DES-101	Design Fundamentals	3
THR-252	Beginning Acting	3
THR-272	Stagecraft	3
WRI-235	Creative Writing	3

Music Leadership

MUS-111	Applied Study - (music Minors)	1
MUS-112	Applied Study - (music Minors)	1
MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-175	Chapel Ensemble	0 to 1
	MUS Electives	2

Songwriting

MUS-134	Songwriting 1	3
MUS-234	Songwriting 2	3
MUS-102S	Songwriting Lab 1	2
MUS-100	Applied Study - Non-Majors	1
WRI-235	Creative Writing	3

Visual Communication Design

ART-101	Ideation/Interpretation 1	3
DES-101	Design Fundamentals	3
DES-201	DC3: User Experience Design	3
DES-202	DC4: Typography	3

*Some courses require division chair approval in order to register.

Christian Worship - B.S.

Purpose

The Christian Worship major consists of a program of 47 credit hours. This program is designed to prepare a student to serve in a local church. It is also an excellent second major to enhance a student's training for other ministries. Students who plan to enroll in the MPTh Christian Ministries must take the Christian Worship + Pastoral Ministries double majors.

General Education Requirements

Students in the Christian Worship major meet the general education requirements by taking WOR-238.

Requirements (47 credits)

Ministry Core (12 credits)

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
THE-233	Systematic Theology	3

Practical Theology (15 credits)

WOR-235	Worship	2
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
BIL-254	Biblical Foundations of Worship	3
WOR-322	Worship Throughout the Christian Year	3
WOR-325	Centuries of Song	3
WOR-438	Discipling Worshipers	2 to 3

WOR-238 must be taken for 1 credit for majors

Worship in Practice (8 credits)

WOR-235L	Christian Worship Lab I: Congregational Worship	1
WOR-340	Leading Worship Through the Arts	3
REL-365	Homiletics I	3
WOR-436L	Christian Worship Lab II: Church Rituals	1

Specializations (12 credits)

Church Administration and Leadership

CDV-229	Non-profit Administration	3
REL-350	Leading Others	3
CDV-352	Non-Profit Funding	3
	or	
CDV-354	Missional Innovation	3
REL-468	Church Leadership	3

Congregational Care

REL-226	The Christian Life: Sustaining Spiritual Vibrancy	3
REL-312	Hope and Suffering	3
REL-370	Introduction to Pastoral Counseling	2

	and Care	
YTH-471	Pastoral Counseling and Care I: Children to Adulthood	2
REL-472	Pastoral Counseling and Care II: Through the Aging Process	2

Ministerial Studies

CED-255	Local Church Education	2
CED-255P	Local Church Education Practicum	1
BIL	300/400 Advanced OT/NT	3
	or	
THE-311	Ecclesiology	3
REL-370	Introduction to Pastoral Counseling and Care	2
REL-361	Christian Ministries Practicum	1
REL-468	Church Leadership	3

Youth and Family Ministries

PHE-122	Active Recreation Games	1
YTH-230	Programming Youth and Family Ministries	2
YTH-230P	Programming Youth and Family Ministries Practicum	1
CED-255	Local Church Education	2
CED-255P	Local Church Education Practicum	1
YTH-330	Theological Foundations of Youth and Family Ministries	3
YTH-380	Advanced Studies in Youth and Culture	2

Worship Studies and Music Ministry - A.B.**Requirements (62-68 credits)****Ministry Core (12 credits)**

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
THE-233	Systematic Theology	3

Philosophy and Theology of Worship (12 credits)

WOR-235	Worship	2
WOR-238	Ethnodoxology in Christian Ministry	0 to 1
BIL-254	Biblical Foundations of Worship	3
WOR-322	Worship Throughout the Christian Year	3
WOR-438	Discipling Worshipers	2 to 3

WOR-238 must be taken for 1 credit for majors

Worship in Practice (5 credits)

WOR-235L	Christian Worship Lab I: Congregational Worship	1
WOR-340	Leading Worship Through the Arts	3
WOR-436L	Christian Worship Lab II: Church Rituals	1

Music Ministry Leadership (10 credits)

MUS-101-201	Major Applied Studies	4
MUS-175	Chapel Ensemble	0 to 1
MUS-285	Beginning Conducting	2
MUS-450	Music Ministry Practicum	3

Music Theory, Composition & History (21-23 credits)

MUS-134	Songwriting I	3
MUS-160	Introduction to Music Theory	2
MUS-162	Music Theory I	3
MUS-164	Ear Training I	2
MUS-261	Music Theory II	3
MUS-263	Ear Training II	2
MUS-262	Contemporary Music Theory Applications	2
WOR-325	Centuries of Song	3
MUS-371	Music History and Literature I	3
	or	
MUS-372	Music History and Literature II	3

Music Competencies/Participation (2-6 credits)

MUS-200	Recital Attendance	0
MUS-205	Class Piano Level III	2
	Large Ensemble Participation (7 semesters)	0

MUS 200 must be taken for 7 semesters

Worship Studies Minor

A minor in Worship Studies is designed to complement other majors within the division, particularly those majors that prepare students for local church, para-church, or intercultural ministries. It is also designed to serve those pursuing majors outside of the division who see themselves as active lay leaders of worship. The minor includes 20 hours.

Requirements (20 credits)**Ministry Core (4 credits)**

REL-200	Introduction to Ministry	1
WOR-235	Worship	2
WOR-235L	Christian Worship Lab I: Congregational Worship	1

Philosophy and Theology of Worship (16 credits)

WOR-238	Ethnodoxology in Christian Ministry	0 to 1
BIL-254	Biblical Foundations of Worship	3
WOR-340	Leading Worship Through the Arts	3
WOR-322	Worship Throughout the Christian Year	3
WOR-325	Centuries of Song	3
WOR-438	Discipling Worshipers	2 to 3

WOR-238 must be taken for 1 credit for minors

Youth Ministries - B.S.

Purpose

The major in Youth Ministries is designed for those who desire specialized training in the area of youth ministry. Students who plan to seek ordination in The Wesleyan Church or who plan to enroll in the MPTTh must double major in Pastoral Ministries.

General Education Requirements

Students in the major meet the general education requirements by taking REL-365, YTH-366, REL-366P, REL-240.

Requirements (45 credits)

Ministerial Core (15 credits)

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3
REL-390	Ministerial Placement and Persistence	1
REL-490	Practical Theology Capstone	1
BIL-202	Inductive Bible Study	3
BIL	300/400 Advanced OT	3
THE-233	Systematic Theology	3

Practical Theology (PRT) (27 credits)

YTH-230	Programming Youth and Family Ministries and	2
YTH-230P	Programming Youth and Family Ministries Practicum	1
CED-255	Local Church Education and	2
CED-255P	Local Church Education Practicum	1
REL-240	Ministry in Context	3
YTH-330	Theological Foundations of Youth and Family Ministries	3
REL-365	Homiletics I	3
YTH-380	Advanced Studies in Youth and Culture	2
REL-370	Introduction to Pastoral Counseling and Care	2
YTH-471	Pastoral Counseling and Care I: Children to Adulthood	2
REL-468	Church Leadership	3

Choose 1 Youth Ministry elective

YTH-240	Camp and Retreat Ministries	3
REL-340	Models of Sports Ministry	3
CED-240	Teaching the Bible to Youth and Adults	3
YTH-425	Youth Ministry Internship	3 to 6

Religious and Ministerial Studies (RMS) (3 credits)

BIL	300/400 Advanced NT	3

Youth Ministries - A.S.

Associate of Science

The Associate of Science degree is a two-year program that requires a 24-hour concentration.

Youth Ministries Minor

A Youth Ministries minor consists of the following 20 credit hours of courses specifically relating to professional ministry in parish or para-church settings.

Requirements (20 credits)

Ministry Core

REL-200	Introduction to Ministry	1
REL-270	Evangelism and Discipleship	3

Practical Theology (PRT)

CED-240	Teaching the Bible to Youth and Adults	3
	or	
REL-365	Homiletics I	3
YTH-230	Programming Youth and Family Ministries	2
	and	
YTH-230P	Programming Youth and Family Ministries Practicum	1
REL-370	Introduction to Pastoral Counseling and Care	2
YTH-330	Theological Foundations of Youth and Family Ministries	3
YTH-471	Pastoral Counseling and Care I: Children to Adulthood	2

Religious and Ministerial Studies (RMS)

BIL-202	Inductive Bible Study	3

Religious and Ministerial Studies Division

Biblical and Theological Studies - M.A.

Entry Requirements

Required Undergraduate GPA: 2.75

Required competencies for admission:

- 6 hours of undergraduate coursework in Bible: Old Testament Survey and New Testament Survey.
- 3 hours of undergraduate coursework in Theology.
- 6 hours of undergraduate coursework in Greek for the Greek Bible Specialization.
- 6 hours of undergraduate coursework in Hebrew for the Hebrew Bible Specialization.
- 3 hours of undergraduate coursework in Philosophy for the Christian Thought specialization.

Requirements (36 credits)

Core (12 credits)

THE-500	Christian Doctrine	3
BIL-510	Biblical Hermeneutics	3
REL-510	History of the Global Christian Church	3
REL-501	Formation in Christian Practices	1
REL-502	Formation through Spiritual Direction	1

Choose two of the following concentrations**Biblical Theology (12 credits)**

BIL-525	Biblical Theology and Themes	3
REL-555	Practical Theology of Ministry	3
THE-570	Christology	3
	Choose one of the following courses that is not required in your other concentration:	
BIL-588	Special Topics in Old Testament	3
BIL-590	Special Topics in New Testament	3

Christian Thought (12 credits)

REL-531	American Christianity	2 to 3
THE-570	Christology	3
REL-650	Sociology of Religion	3
PHL-660	Ethics and Society	3

Greek Bible (12 credit)

GRE-500	Greek Grammar	3
GRE-523	Intermediate Greek I	3
GRE-524	Intermediate Greek II	3
BIL-590	Special Topics in New Testament	3

Hebrew Bible (12 credits)

HBR-500	Hebrew Grammar	3
HBR-523	Intermediate Hebrew I	3
HBR-524	Intermediate Hebrew II	3
BIL-588	Special Topics in Old Testament	3

Near Eastern Studies (12 credits)

BIL-581	Historical Contexts of Scripture	3
NES-580	Archaeology of Syria-Palestine	3 to 6
NES-585	Faith and Politics of the Modern Middle East	3
	Choose one of the following courses that is not required in your other concentration:	
BIL-588	Special Topics in Old Testament	3
BIL-590	Special Topics in New Testament	3

Biblical and Theological Studies - A.B.**Requirements (48 credits)****Core (36 credits)**

BIL-202	Inductive Bible Study	3
BIL-280	Lands of the Bible	3
	or	
BIL-380	Scripture in Context I	3
BIL	300/400 Advanced OT	3
BIL	300/400 Advanced NT	3
BIL	300/400 level OT/NT elective	3
HBR-200	Beginning Hebrew I	3
	or	
GRE-200	Beginning Greek I	3
	or	

LAT-201	Beginning Latin I	3
HBR-300	Beginning Hebrew II	3
	or	
GRE-300	Beginning Greek II	3
	or	
LAT-202	Beginning Latin II	3
PHL-248	Religions of the World	3
REL-382	History of the Christian Church	2 to 3
REL-392	History of Protestantism	2
THE-233	Systematic Theology	3
THE-333	Doctrine of Holiness	3
PHL-480	Philosophy and Religious Studies	1
	Capstone	

Specializations (12 credits)

Choose one of the following specializations

Ancient Languages

6 hours of language beyond 300 (HBR-423, GRE-423, LAT-320, LAT-321)	6
A second language other than the one in the core at 200 and 300 level (HBR, GRE, LAT)	6

Biblical Studies

BIL	300/400 Advanced OT	3
BIL	300/400 Advanced NT	3

Choose 6 additional hours that have not been previously taken:

HBR-200	Beginning Hebrew I	3
HBR-300	Beginning Hebrew II	3
HBR-423	Hebrew Bible	3
GRE-200	Beginning Greek I	3
GRE-300	Beginning Greek II	3
GRE-423	Greek Bible	3
	BIL Electives	

Bible Teaching

CED-230	Teaching the Bible to Children	3
CED-240	Teaching the Bible to Youth and Adults	3
REL-365	Homiletics I	3
REL-366	Homiletics II	2
REL-366P	Preaching Practicum	1

Near Eastern Studies

BIL-381	Scripture in Context II	3
NES-380	Israel-Palestine	3
NES-480	Archaeology of Syria-Palestine	3
	or	
HST-280	History of Middle East and North Africa	3
REL-384	History of the Christian Church in the Middle East	3

Theological Studies

Choose 12 hours from the following courses:

NES-380	Israel-Palestine	3
REL-384	History of the Christian Church in the Middle East	3
REL-386	Contemporary Global Christianity	3
THE-220	Christian Theology of Sex	3
THE-311	Ecclesiology	3
THE-313	Pneumatology	3
THE-425	Patristic Theology	3
THE-487	Special Topics in Systematic Theology	1 to 3
THE-488	Special Topics in Historical Theology/ Church History	1 to 3

Biblical Literature - A.B.

Purpose

A Biblical Literature major enables a student to relate the Scriptures to aspects of life, whatever the planned profession. The Biblical Literature major also offers a good foundation for seminary studies. Some students who do not plan to be pastors desire a concentration of Bible courses in order to better serve churches in various capacities of teaching and spiritual leadership.

General Education Requirements

Students in this major meet the general education requirements by taking the approved standard courses.

Requirements (40 credits)

Required Courses (12 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
BIL-202	Inductive Bible Study	3
GRE-200	Beginning Greek I	3
	or	
HBR-200	Beginning Hebrew I	3

Electives (18 credits)

BIL	Advanced Bible electives (balanced program in Old and New Testaments)	18

Cognate (10 credits)

	In a field consistent with the student's vocational goals and approved by the student's advisor	10

Advanced Bible electives: Including up to 9 hours of Greek or Hebrew beyond GRE-201 or HBR-201 if those 9 hours are not already counting toward a Biblical Languages minor; a balance of Old and New Testament courses should be maintained.

Biblical Literature - A.A.

Associate of Arts

The Associate of Arts degree is a two-year program that requires the following 27-hour concentration:

Requirements (27 credits)

Required Courses (21 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3

BIL-202	Inductive Bible Study	3
BIL	Advanced Bible Electives (including at least one course pertaining to each of the Old and New Testaments)	12

Advanced Bible Electives: Up to six hours of Greek and/or Hebrew may be counted toward degree requirements.

Electives (6 credits)

Elective courses offered by the School of Theology and Ministry	6

Bible - Second Major

Requirements (30 credits)

Required Courses

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
BIL-202	Inductive Bible Study	3
HBR-200	Beginning Hebrew I	3
	or	
GRE-200	Beginning Greek I	3
BIL	300/400 Advanced OT	3
BIL	300/400 Advanced NT	3
-	BIL Elective, HBR 202, or GRE 202	3
-	BIL Elective, HBR 422, or GRE 422	3
-	BIL Elective, HBR 422, GRE 422, NES 480	3
-	BIL Elective, NES 380	3

Bible Minor

A minor in Bible consists of the following 18 hours of courses.

Requirements (18 credits)

Required Courses (9 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
BIL-202	Inductive Bible Study	3

Electives (9 credits)

BIL	300/400 Advanced OT	3
BIL	300/400 Advanced NT	3

Any 3 additional hours with a BIL, HBR, or GRE prefix.

Biblical History and Geography Minor

Requirements (18 credits)

Biblical Studies Core (9 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
BIL-280	Lands of the Bible	3
	or	

BIL-380	Scripture in Context I	3

Electives (Choose any 9 credits)**Near Eastern Studies**

NES-380	Israel-Palestine	3
REL-384	History of the Christian Church in the Middle East	3
BIL-381	Scripture in Context II	3
HST-280	History of Middle East and North Africa	3
NES-480	Archaeology of Syria-Palestine	3

Ancient Languages

HBR-200	Beginning Hebrew I	3
GRE-200	Beginning Greek I	3
LAT-201	Beginning Latin I	3
LAT-202	Beginning Latin II	3
GRE-300	Beginning Greek II	3
HBR-300	Beginning Hebrew II	3

Studies in the Holy Land

IWU's Summer in the Holy Land program is a three to five-week academic study (optional two-week extension). This program focuses on three areas of study: 1) the modern-day culture and politics of Israel and Palestine, 2) the geographical and historical settings of the Bible, and 3) the discipline of archaeology and its contributions to biblical studies.

Biblical Languages Minor

Requirements (18 credits)

Core Courses (12 credits)

HBR-200	Beginning Hebrew I	3
HBR-300	Beginning Hebrew II	3
GRE-200	Beginning Greek I	3
GRE-300	Beginning Greek II	3

Choose one of the following options: (6 credits)

HBR-423	Hebrew Bible	3
	or	
GRE-423	Greek Bible	3

Christian Foundations Minor

Students who have declared a major or a minor in the School of Theology and Ministry may NOT also declare a minor in Christian Foundations.

Degree Requirements (18 credits)

Christian Foundations (12-13 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
THE-101	Theology of Christian Life	3
REL-401	A Christian Way of Life	0 to 1

Choose 1 of the following courses:

PHL-201	Philosophy and Popular Culture	3
PHL-202	Ethics and Values	3
PHL-203	Faith and Reason	3

Electives: (5-6 credits)

Complete 5-6 hours of electives in the school of Theology and Ministry. Elective hours must be 200 level or higher, and may include any of the following prefixes: BIL, CDV, CED, GLM, GRE, HBR, INT, LAT, NES, PHL, REL, THE, WOR, YTH.

Intercultural Studies - A.B.

Purpose

The Intercultural Studies major is designed to provide a core program of courses in intercultural issues, enabling students to pursue careers in business, church service, or government-related agencies in intercultural contexts in North America and abroad. Graduates of the program can expect to have intercultural skills and insight that will be valuable in any cross-cultural context.

General Education Requirements

Students in this major meet the general education requirement by taking INT-220 and SOC-225.

Major**Requirements (40 credits)**

Christian Foundations (10 credits)

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
THE-101	Theology of Christian Life	3
REL-401	A Christian Way of Life	0 to 1

Intercultural Studies (18 credits)

INT-220	Intercultural Relationships	3
SOC-210	Intergroup Relations	3
	or	
SOC-225	Cultural Anthropology	3
PHL-248	Religions of the World	3
REL-307	Race, Class, and Gender: Church and Society	3
	or	
REL-386	Contemporary Global Christianity	3
INT-340	Intercultural Engagement	2
INT-390	Intercultural Engagement Seminar	1
SPA-238	Intermediate Spanish II: Spanish for the Professions	3
	or	
FRE-238	Intermediate French II	3
	or	
CHI-238	Intermediate Mandarin Chinese II	3
	or	
ESL-116	Academic English Listening and Speaking II	3
	or	
ENG-170	Introduction to Language	3

Electives (12 credits)

Choose any 12 credits

Language Studies

Up to nine hours of foreign language/ESL courses taken in addition to the language studies requirement above

Communications

COM-280	Intercultural Communication	3

Community Development

CDV-227	Transformational Community Development	3
CDV-320	Issues in Human Trafficking	3

Literature

ENG-215	Topics in Global Literature	3

Ministerial and Religious Studies

REL-240	Ministry in Context	3
BIL-252	Biblical Theology of Social Justice	3
BIL-256	Biblical Theology of Missions	3
REL-307	Race, Class, and Gender: Church and Society	3
REL-386	Contemporary Global Christianity	3
THE-220	Christian Theology of Sex	3

Social Sciences

GEO-202	Political and Cultural Geography	3
POL-230	World Politics	3
HST-321	History of the Muslim-Christian Encounter	3
INR-317	Ethics of Global Engagement	3

Sociology

SOC-210	Intergroup Relations	3
SOC-225	Cultural Anthropology	3
SOC-250	Global Child Advocacy Issues	3
SOC-340	Sociology of Child Poverty	3

Intercultural Studies B.S. (Second Major)

Requirements (31 credits + 1st Major)**Christian Foundations (10 credits)**

BIL-101	Old Testament Survey	3
BIL-102	New Testament Survey	3
THE-101	Theology of Christian Life	3
REL-401	A Christian Way of Life	0 to 1

Intercultural Studies (15 credits)

INT-220	Intercultural Relationships	3
SOC-210	Intergroup Relations	3
	or	
SOC-225	Cultural Anthropology	3
PHL-248	Religions of the World	3
REL-307	Race, Class, and Gender: Church and Society	3
	or	
REL-386	Contemporary Global Christianity	3
INT-340	Intercultural Engagement	2
INT-390	Intercultural Engagement Seminar	1

Electives (6 credits)

Choose any 6 additional hours from the following:

Language Studies

Up to six hours of foreign language/ESL courses taken in addition to the language studies requirement above.

ENG-170	Introduction to Language	3

Communications

COM-280	Intercultural Communication	3

Community Development

CDV-227	Transformational Community Development	3

CDV-320	Issues in Human Trafficking	3

Literature

ENG-215	Topics in Global Literature	3

Ministerial and Religious Studies

REL-240	Ministry in Context	3

BIL-252	Biblical Theology of Social Justice	3

BIL-256	Biblical Theology of Missions	3

REL-307	Race, Class, and Gender: Church and Society	3

REL-386	Contemporary Global Christianity	3

THE-220	Christian Theology of Sex	3

Social Sciences

GEO-202	Political and Cultural Geography	3

POL-230	World Politics	3

HST-321	History of the Muslim-Christian Encounter	3

INR-317	Ethics of Global Engagement	3

Sociology

SOC-210	Intergroup Relations	3

SOC-225	Cultural Anthropology	3

SOC-250	Global Child Advocacy Issues	3

SOC-340	Sociology of Child Poverty	3

Intercultural Studies - A.S.**Associate of Science**

The Associate of Science degree in Intercultural Studies is a two-year program.

Requirements (24 credits)**Required Courses (18 credits)**

INT-120	Introduction to Cross-Cultural Engagement	0 to 1

INT-340	Intercultural Engagement	2

INT-422	Intercultural Leadership for Transformation	3

INT-220	Intercultural Relationships	3

INT-302	Contemporary Global Issues	3

SOC-225	Cultural Anthropology	3

ENG-170	Introduction to Language	3

PHL-248	Religions of the World	3

PHL-434	Philosophy of Religion	3

Electives (6 credits)

INT	INT electives	6

Intercultural Studies Minor**Degree Requirements (19 credits)****Christian Foundations (4 credits)**

THE-101	Theology of Christian Life	3
REL-401	A Christian Way of Life	0 to 1

Intercultural Studies (15 credits)

INT-220	Intercultural Relationships	3
SOC-225	Cultural Anthropology	3
PHL-248	Religions of the World	3
	or	
REL-307	Race, Class, and Gender: Church and Society	3
INT-315	Christianity in Intercultural Contexts	3

Electives

Any 3 hours not previously taken.

INT-340	Intercultural Engagement	2
INT-390	Intercultural Engagement Seminar	1
PHL-248	Religions of the World	3
REL-307	Race, Class, and Gender: Church and Society	3
GLM-320	Field Methods for Language Acquisition	3
	Foreign Language or ESL course	3
	An approved study abroad course	3

Theology and Philosophy - A.B.**Purpose**

Theology and Philosophy is the major to be taken by students anticipating seminary or other graduate studies. It may also serve as a second major to provide support in developing a Christian perspective and understanding.

General Education Requirements

Students in this major meet the general education requirements by taking the approved standard courses. (Optional: PHL 248)

Requirements (42 credits)**Philosophy (10 credits)**

PHL-201	Philosophy and Popular Culture	3
PHL-202	Ethics and Values	3
PHL-203	Faith and Reason	3
PHL-480	Philosophy and Religious Studies	1
	Capstone	

Systematic Theology (12 credits)

THE-233	Systematic Theology	3
THE-333	Doctrine of Holiness	3

Choose two of the following courses:

THE-311	Ecclesiology	3
THE-313	Pneumatology	3
THE-487	Special Topics in Systematic	1 to 3

Theology

Historical Theology (8 credits)

REL-382	History of the Christian Church	2 to 3
REL-392	History of Protestantism	2

Choose 1 of the following

REL-384	History of the Christian Church in the Middle East	3
REL-386	Contemporary Global Christianity	3
THE-425	Patristic Theology	3
THE-488	Special Topics in Historical Theology/ Church History	1 to 3

Electives (6 credits)

Choose additional courses to total 6 hours.

NES-380	Israel-Palestine	3
PHL-248	Religions of the World	3
PHL-330	Philosophy and Theology in Film	3
PHL-488	Special Topics in Philosophy	1 to 3
THE-220	Christian Theology of Sex	3
THE-311	Ecclesiology	3
THE-313	Pneumatology	3
REL-384	History of the Christian Church in the Middle East	3
REL-386	Contemporary Global Christianity	3
THE-425	Patristic Theology	3
THE-487	Special Topics in Systematic Theology	1 to 3
THE-488	Special Topics in Historical Theology/ Church History	1 to 3

Supporting Courses (6 credits)

BIL-202	Inductive Bible Study	3
BIL	300/400 Advanced OT/NT	3

Philosophy and Religion Minor

A minor in Philosophy and Religion consists of 18 credit hours.

Requirements (18 credits)**Philosophy Core (9 credits)**

PHL-201	Philosophy and Popular Culture	3
PHL-202	Ethics and Values	3
PHL-203	Faith and Reason	3

Religious Studies (9 credits)

THE-101	Theology of Christian Life	3
PHL-248	Religions of the World	3
REL-382	History of the Christian Church	2 to 3

Theology Minor

A minor in Theology consists of 19 credit hours.

Requirements (20 credit hours)

Systematic Theology (9 credits)

THE-101	Theology of Christian Life	3
THE-233	Systematic Theology	3
THE-333	Doctrine of Holiness	3

Historical Theology (5 credits)

REL-382	History of the Christian Church	2 to 3
REL-392	History of Protestantism	2

Electives (6 credits)

Choose 6 hours from the following courses:

PHL-248	Religions of the World	3
THE-220	Christian Theology of Sex	3
THE-311	Ecclesiology	3
THE-313	Pneumatology	3
REL-384	History of the Christian Church in the Middle East	3
REL-386	Contemporary Global Christianity	3
THE-425	Patristic Theology	3
THE-487	Special Topics in Systematic Theology	1 to 3
THE-488	Special Topics in Historical Theology/ Church History	1 to 3

*School of Theology and Ministry majors must maintain 15 unique hours in order to minor in Theology.

College of Adult and Professional Studies (CAPS)

CAPS was created to serve the adult population with a variety of programs designed to meet the educational needs of specific adult audiences. It is Indiana Wesleyan University's desire to understand the special requirements of adults who are interested in earning an Associate, Bachelor's, Master's, Education Specialist, or doctoral degree, but who must also continue meeting their professional and personal commitments. The programs in the college are designed for working adults by combining theory with practical experience. CAPS is made up of the following: DeVoe School of Business, Technology, & Leadership (p. 363), School of Integrated Health (p. 475), and School of Integrated Learning and Development (p. 584).

College of Adult and Professional Studies at a Glance

Mission

For wisdom will enter your heart, and knowledge will be pleasant to your soul. Proverbs 2:10.

The College of Adult and Professional Studies of Indiana Wesleyan University is a Christ-centered academic community committed to changing the world by developing adult students in character, scholarship, and leadership.

Objectives

The College of Adult and Professional Studies will engage in its mission by:

- Providing educational opportunities in professional areas within the liberal arts tradition.
- Aiding students in extending the range and nature of careers available to them.
- Developing students leadership abilities.
- Developing students of character.
- Developing students in scholarship.
- Providing students with a comprehensive yet practical education through an intensive curriculum that draws on resources, theories, and knowledge from various disciplines.
- Leading students in acquiring the skills required for effective critical thinking.
- Extending educational opportunities to people whose occupations, family responsibilities, or personal preferences do not permit them to spend major blocks of time "in residence" on campus.
- Helping students understand the importance of the application of Christian principles in a professional environment.
- Cultivating scholarship among students and faculty.

Foundations

Adult Learning Theory

CAPS programs offer a challenging educational experience for learners. The curricular format is often accelerated, interaction among participants is emphasized, and teams play an important role in the learning process. Instructors bring a combination of academic training and professional experience into the classroom. CAPS students have significant skills and experience to draw from and to share.

To make the most of these unique programs, those enrolled should be aware of the foundational beliefs concerning the education of adult learners that administrators and the faculty of CAPS believe are crucial to the learning experience. The following elements make the CAPS programs work:

Adult students are motivated to learn. Adults who return to school after spending time in the work force are typically ready to give the effort needed to learn. Because of this, learning proceeds much more quickly, and faculty do not have to spend time urging students to attend to their work. Indeed, accustomed to excellence at work, adults often labor to reach that same level of quality in their academic pursuits.

Adults have learned self-discipline. As a result of being in the work force and managing the complexities of both professional and personal responsibilities, adults have developed a sense of discipline that serves them well in the CAPS Programs. Assignments can be completed-and completed well-within narrow time frames despite busy schedules and varied work, family, church, and community responsibilities.

Adults have broad life experiences. Learning theory indicates that students learn by relating abstractions to memories of past experiences. For this reason, a person who has experienced a work environment is better able to absorb theoretical concepts. Drawing on a broad background of experiential knowledge allows adults to quickly grasp ideas.

Adults desire relevance. If students relate to a current task or contemporary problem, their ears “perk up” and brains “switch to high gear.” Because working adults encounter situations where their learning may be applied daily, they are more motivated and better able to learn.

Adults have developed skill in independent learning. To succeed in life, adults, by necessity, have learned to gather information on their own and process it independently. Thus, CAPS can rely on them to grasp more knowledge and skills on their own in the context of structured group and independent activities without having to rely on an instructor as a “fountain” from which all information flows.

Adults learn best when they are personally involved. The more active people are in their own learning, the better the learning. If students are only called upon to passively listen to instructors, little learning occurs. When students interact in small groups, engage in role play, solve problems, prepare projects, and apply techniques in the workplace, their learning is deep and retention is long. For this reason, CAPS seeks to create situations for active learning.

Adults have many insights of their own. As individuals go through life, they gain new perspectives and insights based on the events which have occurred around them. When a group of adults with varied backgrounds and work experiences come together, the accumulated knowledge and wisdom can be overwhelming. To rely solely on one instructor’s thoughts for the content of a course would impoverish the educational experience. For this reason, discussion is highly valued in CAPS classes.

Adults can direct their learning to fill in gaps in their knowledge. Reading and research outside the classroom allow students to close the gaps between their current knowledge and the knowledge necessary to meet CAPS course objectives. Adults are able to recognize when there is still much to learn, and have the discipline and learning skills to focus on those areas where they need to concentrate most.

Adults learn well in groups. Group learning is widely recognized as an effective learning process. Peers tutor each other, there is emotional support, and friendships develop in groups, all of which results in a positive climate for learning. Ideas and learning that would not have occurred individually occur in groups, resulting in the creation of synergy. Weaknesses in one student are offset by the strengths of others. Teamwork, cooperation, and leadership skills are fostered within groups.

Faculty

Indiana Wesleyan University is a community of Christian scholars whose mission is to integrate faith into every aspect of life. Therefore, in selecting faculty, the institution seeks academically qualified professionals who enjoy a vital personal relationship with Jesus Christ, and who are excited by the prospect of integrating faith and learning. Four primary criteria are considered in the screening of candidates: Christian mission congruence, academic qualification, professional experience, and the ability to facilitate student learning.

CAPS recruits, trains, and schedules Christian professionals whose academic qualifications and workplace experiences equip them to provide adult learners with a stimulating classroom environment both onsite and online. In doing so, CAPS maintains a quality faculty for all its programs.

CAPS employs a core of full-time faculty who are responsible for instruction and curriculum development in core discipline areas. These individuals also mentor and develop adjunct faculty in their fields of study.

All adjunct faculty candidates are screened through a rigorous hiring process which includes a series of interviews and an assessment session. Once approved, faculty are assigned to a mentor and attend orientation workshops.

CAPS provides opportunities for its full-time and adjunct faculty to regularly network with one another through faculty meetings, development workshops, and focus groups.

Communication

Address	Indiana Wesleyan University College of Adult and Professional Studies 1886 West 50th St Marion IN 46953-9393 http://www.indwes.edu/Academics/CAPS http://myIWU.indwes.edu
Vice President for Academic Affairs	765-677-2897
Vice President of Student Experience	765-677-2372
Financial Aid	765-677-2516
Student Account Services	765-677-2878
Student & Faculty Support Services	765-677-2359
Online & Student Success	765-677-4200
Registrar's Office	765-677-2131
DeVoe School of Business, Technology, & Leadership	765-677-1468
School of Integrated Health	765-677-2035
School of Integrated Learning and Development	765-677-2385

CAPS - Policies and Regulations

The right is reserved to change any of the rules and regulations of the university at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those already enrolled in the university.

Academic

Academic Advising

The purpose of academic advising is to support students from enrollment to completion of degree requirements. Advisors help students understand all degree requirements and options to meet those requirements. Advisors also assist students in understanding policies and procedures, and communicating with departments such as Financial Aid and Student Account Services.

An academic advising team is assigned to each individual student and advises that student throughout the duration of his or her academic program. Advisors are available to meet one-on-one with students face to face, through email, by phone, or via video conference.

It is important that students maintain contact with their academic advising team in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Academic Calendar

Courses in the College of Adult and Professional Studies are offered under the semester hour system but in a non-traditional academic calendar and through a variety of innovative modalities. Each program consists of specific courses that are taught in a modular format. Online classes meet in an asynchronous environment through the university's learning management system.

Academic Standing

Academic Probation - Students enrolled in a CAPS program will be placed on probation if their **core** GPA at any time falls below:

- 2.00-2.70 for associate programs (see specific program for required GPA)
- 2.25-2.75 for baccalaureate programs (see specific program for required GPA)
- 3.00 for graduate programs
- 3.25 for doctoral programs

Students will be placed on probation if their **cumulative** GPA at any time falls below:

- 2.00-2.70 for associate programs (see specific program for required GPA)
- 2.00-2.75 for baccalaureate programs (see specific program for required GPA)
- 3.00 for graduate programs
- 3.00-3.25 for doctoral program

Students are given two consecutive courses to satisfactorily raise their GPA. The GPA is reviewed after the second course, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the specific school.

Doctoral students may have additional academic standing requirements for their specific program. Doctoral students should be sure and check for specific program requirements.

Academic Dismissal - Upon a second academic suspension in the same program, a student is dismissed from the university, and no longer eligible to earn a degree at that level. Students dismissed from an IWU associate's program may be admitted to IWU bachelor programs or higher at a later date if they meet the published admissions requirements. Students dismissed from an undergraduate program at IWU may be admitted to IWU graduate programs or higher at a later date if they meet the published admissions requirements. Students dismissed from a graduate program at IWU may be admitted to IWU doctoral programs at a later date if they meet the published admissions requirements. Students dismissed due to violation of the University Honesty, Cheating, Plagiarism, and Forgery Policy (p. 341) will not be admitted to any other IWU programs.

Admission and Registration

Indiana Wesleyan University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the university's purposes. Admission is based on the careful review of all credentials presented by an applicant, but in no case is admission denied due to race, color, national origin, disability, religion, or sex.

All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions. Admission decisions are made without regard to disabilities. Prospective students with disabilities are not required to identify themselves to Admissions or Disability Services. However, those interested in receiving academic accommodations are encouraged to connect with Disability Services at 765-677-2257 or ADARquest@indwes.edu as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

Students can only be enrolled in one program at a time.

Students are admitted in one of the following categories:

- **Regular** - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
- **Probation** - A graduate student whose entering grade point average (GPA) falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses of the core with a satisfactory GPA (3.0 for graduate students and 3.25 for doctoral students). In case of extended

probation, the number of courses to be completed in order to change status will be determined by the Dean/Chair of the specific school/division. Any student failing to remove the probationary status will be academically suspended from the program.

- **Provisional** - Students whose files are incomplete may be accepted provisionally at the discretion of the Vice President for Student Experience if it appears from the available documentation that eligibility for the program has been met. The student is given until the end of the first course to submit the required materials. Failure to meet the required deadline will result in the student being dropped from the roster and not being allowed to continue.
- **Unclassified** - Students not pursuing a university degree who want to take certain courses for special reasons may be accepted for a maximum of 18 hours of undergraduate work or 12 hours of graduate work. Students receiving an unclassified status must reapply for regular admission if they desire later to pursue a degree program.

International/Non-English Speaking Students - Students who do not speak English as their first and primary language must take the Test of English as a Foreign Language (TOEFL) or The International English Language Testing System (IELTS) prior to admission to Indiana Wesleyan University (IWU).

The IWU required admission scores are listed below, unless otherwise specified by the area of study:

- TOEFL score of 79 for undergraduate, 85 for master's programs, and 95 for doctorate programs.
- IELTS score of 6.5 for undergraduate and master's programs, score of 7 for doctorate programs.

Please note that schools or programs within IWU may require a higher score and/or additional requirements. Students should confirm with their area of study to determine specific requirements.

IWU offers a Waiver option in place of the required TOEFL or IELTS scores.

Waiver qualifications are:

- Attended four full years at a U.S. high school.
- Attended four full years in an international educational institution where English is the principal language of instruction; institution may be required to provide verification.
- Earned an SAT Reading Test subscore of at least a 27.
- Earned ACT English and Reading scores of at least 20.
- Earned a bachelor's degree or higher from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

Additional Requirements for all International Students:

Before the immigration form I-20 can be sent, students from all countries must send to the University a letter of financial commitment with certified bank statements, or other official documents, indicating sufficient funds for attendance.

In addition, prior to first day of class all students from **all** countries must send to IWU proof of health insurance coverage in the U.S. (if applicable).

Please note all students must provide payment for tuition and fees and room and board (if applicable) for the student's first academically enrolled term as defined by the program's payment policy.

Registration - Registration occurs at the beginning of the student's program. At this point, students are registered for all courses within the program. Therefore, if a student needs to miss an individual course/intensive visit, official withdrawal must be made through the Office of Student & Faculty Support Services. Staff will work with the student to make arrangements to retake this class at a time that will minimize the impact on the student academic progress.

A student who has failed to make arrangements for the payment of tuition for a course will have registration in that course cancelled. Students are required to complete the first course of the core program with a passing grade in order to maintain enrollment. Each school determines the passing grade required for the specific programs within that school.

Alcohol, Illegal Drugs, and Firearms

Alcoholic beverages, illegal drugs, and firearms are not permitted on Indiana Wesleyan University premises, including rented classrooms and any building or parts of buildings owned or operated by Indiana Wesleyan University. Refusal to comply may result in dismissal from the university.

Audit of Courses

A student who has been accepted into an Indiana Wesleyan University degree program or as an unclassified student may choose to audit specified courses within a core program or electives as follows:

- Audit registration is allowed on a space available basis.
- The current audit fee (\$25 per credit hour) and the technology fee (\$85 per course) must accompany the registration.
- Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.
- The student auditing the course is not expected to participate in classroom or project team assignments, or to complete homework, quizzes, or tests.
- The faculty member is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.
- The materials required for the course are not provided. Students desiring textbooks must purchase them on their own.
- The student must meet course pre-requisites or be approved by the appropriate administrator of the specific college/school.
- No change may be made from audit to credit, or credit to audit, after registration closes.

Catalog Governing Graduation

Students must meet the graduation requirements as stated in the university catalog under which they enrolled.

- Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of six years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.
- Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment.
- Students changing majors or programs must meet requirements as stated in the catalog that is current at the time they make such changes. The same holds true for students moving between schools and colleges.
- Students may at any time change from an earlier catalog to a subsequent current catalog, but must meet all requirements for graduation of that catalog. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Changing Programs or Majors

Students desiring to change programs or majors may do so by completing the change of program form found on the student portal (myiwu.indwes.edu). Change of programs will be processed under the following requirements:

- The student must be accepted into the new desired program.
- The requirements as stated in the current catalog will apply to the student's new program.

Computer Requirements

Students are expected to possess a computer throughout the duration of their program. Student computers must be able to run a supported browser and handle additional plug-ins as identified by the Learning Management System (LMS) company. Students should be able to produce, send, and receive documents that are compatible within the two most recent offerings of Microsoft Office to complete most of the assignments. IWU will offer support to students on only these two offerings of office software. Computer and Internet connection may need to be fast enough in some courses to watch streaming videos, participate in live meetings, upload large files, install software, and listen to audio lectures. In addition to these minimum expectations, participation in a CAPS course or program may entail additional computing and/or technology requirements.

Degree Requirements

Associate Degree

- Completion of foundational requirements, specified general education requirements, and major requirements.
- Cumulative GPA of 2.0 or higher (2.25 for Professional Pilot).
- Completion of a minimum of 15 credit hours of major courses to be met at Indiana Wesleyan University.

Baccalaureate Degree

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher (2.25 for Aviation Management, 2.75 for Early Childhood, 2.5 for Health Sciences, 2.75 for Nursing, 2.5 for Social Work).
- Completion of major requirements with a GPA of 2.25 or higher (2.50 for Addictions Counseling, 2.50 for Christian Ministry Leadership, 2.75 for Early Childhood, 2.75 for Health Sciences, 2.75 for Nursing, 2.70 for Social Work).
- Completion of 30 hours of general education requirements as specified.
- Completion of a minimum of 30 credit hours of major courses to be met at Indiana Wesleyan University.

Graduate Degree

- Completion of major requirements.
- Cumulative graduate GPA of 3.0 or higher.
- A grade of "C" or higher in each course. Some programs require a grade higher than a "C".

Doctorate Degree

- Completion of major requirements.
- Successful completion of the dissertation.
- Cumulative GPA of 3.25 or higher.
- A grade of "B-" or higher in each course. Some programs require a grade higher than a "B-".

See each program listing for individual program requirements.

In addition to the above, all degree candidates must settle all financial obligations in order to receive their diploma.

General Education Requirements - In addition to the regular major, a 30-credit general education core is required of all bachelor undergraduate students.

Minors - Bachelor degree students may take a minor subject as noted in each department. Most minor programs require at least 18-24 hours in the subject area. Each department offering the minor may specify required courses. A grade point average of 2.0 or higher, or as defined in each minor, must be earned in courses specified in the minor. No more than three hours of credit may be shared between a minor and a certificate. A maximum of six hours of credit may be shared between a minor and a major if permitted by the programs of study.

Second Majors - A second major may be declared with the Office of Student and Faculty Support Services by any current student. A student must earn a minimum of 51 unique (unduplicated hours) between the two majors. No more than six hours of credit may be shared between a major and a certificate. A maximum of six hours of credit may be shared between a minor and a major if permitted by the programs of study.

After graduating with a baccalaureate degree, a student may add a major by completing the requirements of the major subject as listed in the current catalog. If no additional coursework in the proposed added major have been taken within 10 years of graduation, a minimum number of nine new credits in the major are required. New general education requirements will not need to be met to post an additional major. Students adding a second major are not eligible to participate in graduation again.

Graduate students may add a second major by completing the requirements of the major subject as listed in the current catalog and completing a minimum of 15 additional credit hours past the first major. Students adding a second major are not eligible to participate in graduation again.

Second Degrees - If an Indiana Wesleyan University graduate wishes to return to the university to earn **a second degree at the same degree level**, he or she may do so if pursuing a different degree and major. All current requirements for the second degree must be met, including general education requirements, and at least 30 additional semester hours must be taken.

Dual Enrollment

General Requirements

Prospective dual enrollment students must be current high school level student with a GPA of 2.0 or higher. Prospective students will request approval from his/her principal or designated academic leader to enroll in coursework. Students will submit their school's approval documentation along with evidence of their high school GPA, via an official transcript or letter from the school/academic leader. Upon acceptance, the student will be enrolled as an unclassified dual enrollment student.

Schools are encouraged to have a Dual Enrollment Memorandum of Understanding (MOU) with the University. The MOU will clarify the policies of the initiative and identify the courses that the school approves for its students. Students from schools without an established MOU are permitted to enroll in courses; however, it is the students' responsibility to secure approval from the school's leadership regarding the awarding of high school credit for courses.

All student handbook, catalog, and university policies (i.e. engagement policy), or course specific admissions requirement (i.e. background checks) apply to dual enrollment students.

Grade Reporting and Awarding of High School Credit

Upon successful completion of the course and/or term, final grades will be submitted by the faculty to the university and included on the student's official transcript. To report the grade to the high school, the student will request an official transcript through the university's digital transcript service to be submitted to their high school.

Students who matriculate to IWU must meet minimum grade requirements for their enrolling program. Classes that are failed or fall below the minimum grade requirement can be retaken following the University's current retake policies.

Tuition, Fees, and Textbooks

Dual enrollment students are responsible for payment of all tuition. Dual enrollment students are responsible for the payment of all fees. Fees may not be waived in cases where the student enrolls in a course with embedded resources that require an additional fee beyond tuition. Students will automatically receive textbooks through IWU's chosen supplier and distributor, Slingshot. Students may opt out of this textbook program on an individual basis.

Engagement Policy

Because of the delivery method of IWU National & Global programs, engagement is required and monitored. Student engagement is defined as active participation by a student in an instructional activity related to the student's course of study. Student engagement is monitored within the learning management system (BrightSpace). Engagement is defined as:

- Posting in a discussion
- Submission of an assignment
- Completion of a test or quiz

Students who have not engaged (as defined above) in a class for 21 consecutive days will be withdrawn from the class. Students will be withdrawn from the entire program if the program is a lock-step program, the 21-day non-engagement course is a prerequisite to other courses, or upon the second consecutive withdrawal for non-engagement.

Students who must miss a course due to unavoidable circumstances must arrange for a withdrawal with the Office of Student & Faculty Support Services prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student & Faculty Support Services prior to the end of the course, but the regular refund and academic withdrawal policies apply.

Faculty members reserve the right to factor lateness, early departures, and class engagement into a student's grade, as long as it is addressed in the syllabus.

Students enrolled in a competency-based (CBE) program will be held to the same timeline and subsequent actions for non-engagement in the course as outlined above in paragraph two. Due to the different modality of instruction and student interaction in CBE courses, engagement is defined as:

- Contact with course instructor(s)

- Submission of project assignment
- Submission of a formative activity

See the DeVoe School of Business, Technology, & Leadership, Division of Leadership and Followership Studies (p. 470) for the specific attendance requirements of the Ph.D. program.

Expectations for Personal and Professional Conduct

Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning environment and a professional instructional climate.

Students are expected to conduct themselves in a professional manner with respect for the rights of both students and faculty. The university or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom. Such action may include disciplinary procedures issued by the faculty, suspension from the program, or expulsion from the University. (NOTE: All discussion room and live chat postings for online courses are recorded and can be reviewed at the discretion of the university.)

Only regularly enrolled students may attend class unless granted permission by an administrator and arrangements are made with the instructor.

Former Student Re-Enrollment

Students who have been withdrawn from a program and have not attended classes for six months or more must complete an application for readmission from the Office of Student Services or clicking here <https://secure2.indwes.edu/Student-Services/Application-Readmission/>.

Receipt of the application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from an adult and graduate program may inquire about returning after six months through AES_ReEntry@indwes.edu. Students dismissed due to violation of the University Honesty, Cheating, Plagiarism, and Forgery Policy will not be admitted to any other IWU programs. Student can inquire about an appeal by contacting regions@indwes.edu. All students returning after six months or more will be required to meet the graduation requirements as stated in the catalog under which they resume enrollment.

Former IWU-Marion Students

Former IWU-Marion students who wish to apply to an IWU-National & Global program must go through the regular IWU-National & Global program admission procedure. Students who were academically suspended from the IWU-Marion campus and wish to apply to an IWU-National & Global program must meet the following criteria:

- All other program admission criteria met.
- At least two years have passed since the suspension OR the student has successfully completed 12 hours elsewhere.
- There are no other holds on the student's record.

General Education Requirements (AS) 24 credit hours and Student Learning Outcomes

General Education Requirements - In addition to the regular core curriculum (major), a 24-credit general education core is required of associate students enrolled in IWU-National and Global education programs. This 24-credit general education core includes:

- Three semester credits in Biblical Studies.
- Six semester credits in English Written Communication.
- Three semester credits in English Oral Communication.
- Three semester credits in Social or Behavioral Sciences.
- Three semester credits in Mathematics.
- Three semester credits in Natural Sciences.
- Three semester credits in Arts and Humanities.

General Education Learning Outcomes

- **Integration of Faith:** Apply tenets of the Christian faith to the thinking, dispositions, and actions that form their character.
- **Written Communication:** Write clearly and effectively for a specified audience and purpose.
- **Speaking and Listening:** Communicate effectively with diverse audiences, both verbally and non-verbally, and listen with empathy for shared understanding.
- **Quantitative Reasoning:** Solve mathematical problems enabling determination and communication of reasonable solutions.
- **Scientific:** Apply qualitative and quantitative methods to gather data and generate evidence-based conclusions.
- **Social and Behavioral:** Compare and contrast contending interpretations for social, behavioral, or historical phenomena.
- **Humanistic and Artistic:** Interpret the aesthetic properties of creative artistic forms as living abundantly.
- **Critical Thinking:** Students can comprehensively analyze issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion.
- **Teamwork:** Students can collaboratively direct value-adding behaviors toward team objectives and tasks.
- **Digital Information Literacy:** Students can apply credible information from digital resources to answer questions, solve problems, and make decisions.

Indiana College Core (ICC)

Indiana Wesleyan University participates voluntarily in the Indiana ICC program in order to serve students who begin their studies at other schools. The Indiana ICC is a block of 30 credit hours, defined individually by each participating Indiana educational institution, that fulfills six specific general education competencies. Participating schools agree to certify transferring students who have completed the core and to honor the certification of other schools regarding transfer students. A student completing the core at any participating institution is counted as having completed the core at every other participating institution, even though the courses are not identical.

Students presenting a transcript with completion of ICC noted will meet all of the general education requirements stated above with the exception of three semester credits in Biblical Studies. A Bible course must be accepted in transfer or taken at Indiana Wesleyan University in order to fulfill this requirement.

General Education Requirements (AS- Accounting, AS-Public Service & Management, AS-Operation Management) 24 credit hours and Student Learning Outcomes

General Education Learning Outcomes

- **Integration of Faith:** Apply tenets of the Christian faith to the thinking, dispositions, and actions that form their character.
- **Written Communication:** Write clearly and effectively for a specified audience and purpose.
- **Speaking and Listening:** Communicate effectively with diverse audiences, both verbally and non-verbally, and listen with empathy for shared understanding.
- **Quantitative Reasoning:** Solve mathematical problems enabling determination and communication of reasonable solutions.
- **Scientific:** Apply qualitative and quantitative methods to gather data and generate evidence-based conclusions.
- **Social and Behavioral:** Compare and contrast contending interpretations for social, behavioral, or historical phenomena.
- **Humanistic and Artistic:** Interpret the aesthetic properties of creative artistic forms as living abundantly.
- **Critical Thinking:** Students can comprehensively analyze issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion.
- **Teamwork:** Students can collaboratively direct value-adding behaviors toward team objectives and tasks.

- **Digital Information Literacy:** Students can apply credible information from digital resources to answer questions, solve problems, and make decisions.

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Students presenting a transcript with completion of ICC noted will meet all of the general education requirements stated above with the exception of three semester credits in Biblical Studies. A Bible course must be accepted in transfer or taken at Indiana Wesleyan University in order to fulfill this requirement.

General Education Requirements

In addition to the regular core curriculum (major), a 24-credit general education core is required of associate students enrolled in IWU-National and Global education programs. This 24-credit general education core includes:

General Education Courses

Written Communication - 6 credit hours

Recommended:

ENG-140	College Writing	3
ENG-141	Research and Writing	3

Oral Communication - 3 credit hours

Recommended:

COM-115	Introduction to Human Communication	3
	or	
COM-280	Intercultural Communication	3

Social or Behavioral Sciences or Arts and Humanities - 6 credit hours

Recommended:

PSY-150	General Psychology	3
ECO-205	Introduction to Business Economics	3

Biblical Studies - 3 credit hours

Recommended:

BIB-121	Bible Journeys	3

Mathematics - 3 credit hours

Recommended:

MAT-110	Business Mathematics	3

Natural Sciences - 3 credit hours

Recommended:

EAR-130	Earth Science	3

General Education Requirements (AS- Aviation Operations) 24 credit hours and Student Learning Outcomes

General Education Learning Outcomes

- **Integration of Faith:** Apply tenets of the Christian faith to the thinking, dispositions, and actions that form their character.
- **Written Communication:** Write clearly and effectively for a specified audience and purpose.
- **Speaking and Listening:** Communicate effectively with diverse audiences, both verbally and non-verbally, and listen with empathy for shared understanding.
- **Quantitative Reasoning:** Solve mathematical problems enabling determination and communication of reasonable solutions.
- **Scientific:** Apply qualitative and quantitative methods to gather data and generate evidence-based conclusions.
- **Social and Behavioral:** Compare and contrast contending interpretations for social, behavioral, or historical phenomena.
- **Humanistic and Artistic:** Interpret the aesthetic properties of creative artistic forms as living abundantly.
- **Critical Thinking:** Students can comprehensively analyze issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion.
- **Teamwork:** Students can collaboratively direct value-adding behaviors toward team objectives and tasks.
- **Digital Information Literacy:** Students can apply credible information from digital resources to answer questions, solve problems, and make decisions.

Indiana College Core (ICC)

Indiana Wesleyan University participates voluntarily in the Indiana ICC program in order to serve students who begin their studies at other schools. The Indiana ICC is a block of 30 credit hours, defined individually by each participating Indiana educational institution, that fulfills six specific general education competencies. Participating schools agree to certify transferring students who have completed the core and to honor the certification of other schools regarding transfer students. A student completing the core at any participating institution is counted as having completed the core at every other participating institution, even though the courses are not identical.

Students presenting a transcript with completion of ICC noted will meet all of the general education requirements stated above with the exception of three semester credits in Biblical Studies. A Bible course must be accepted in transfer or taken at Indiana Wesleyan University in order to fulfill this requirement.

General Education Requirements

In addition to the regular core curriculum (major), a 24-credit general education core is required of associate students enrolled in IWU-National and Global education programs. This 24-credit general education core includes:

General Education Courses

Written Communication - 6 credit hours

Recommended:

ENG-140	College Writing	3
ENG-141	Research and Writing	3

Oral Communication - 3 credit hours

Recommended:

COM-115	Introduction to Human Communication	3
	or	
COM-280	Intercultural Communication	3

Social or Behavioral Sciences or Arts and Humanities - 6 credit hours

Recommended:

PSY-150	General Psychology	3
SOC-150	Introduction to Sociology	3

Biblical Studies - 3 credit hours

Recommended:

BIL-114	Christian Faith, Character, and Virtue	3

Mathematics - 3 credit hours

Recommended:

MAT-110	Business Mathematics	3

Natural Sciences - 3 credit hours

Recommended:

SCI-205	Meteorology and Environmental Impact for Aviators	3

General Education Requirements (AS- Business) 24 credit hours and Student Learning Outcomes

General Education Learning Outcomes

- **Integration of Faith:** Apply tenets of the Christian faith to the thinking, dispositions, and actions that form their character.
- **Written Communication:** Write clearly and effectively for a specified audience and purpose.
- **Speaking and Listening:** Communicate effectively with diverse audiences, both verbally and non-verbally, and listen with empathy for shared understanding.
- **Quantitative Reasoning:** Solve mathematical problems enabling determination and communication of reasonable solutions.
- **Scientific:** Apply qualitative and quantitative methods to gather data and generate evidence-based conclusions.
- **Social and Behavioral:** Compare and contrast contending interpretations for social, behavioral, or historical phenomena.
- **Humanistic and Artistic:** Interpret the aesthetic properties of creative artistic forms as living abundantly.
- **Critical Thinking:** Students can comprehensively analyze issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion.
- **Teamwork:** Students can collaboratively direct value-adding behaviors toward team objectives and tasks.
- **Digital Information Literacy:** Students can apply credible information from digital resources to answer questions, solve problems, and make decisions.

Indiana College Core (ICC)

Indiana Wesleyan University participates voluntarily in the Indiana ICC program in order to serve students who begin their studies at other schools. The Indiana ICC is a block of 30 credit hours, defined individually by each participating Indiana educational institution, that fulfills six specific general education competencies. Participating schools agree to certify transferring students who have completed the core and to honor the certification of other schools regarding transfer students. A

student completing the core at any participating institution is counted as having completed the core at every other participating institution, even though the courses are not identical.

Students presenting a transcript with completion of ICC noted will meet all of the general education requirements stated above with the exception of three semester credits in Biblical Studies. A Bible course must be accepted in transfer or taken at Indiana Wesleyan University in order to fulfill this requirement.

General Education Requirements

In addition to the regular core curriculum (major), a 24-credit general education core is required of associate students enrolled in IWU-National and Global education programs. This 24-credit general education core includes:

General Education Courses

Written Communication - 6 credit hours

Recommended:

ENG-140	College Writing	3
ENG-141	Research and Writing	3

Oral Communication - 3 credit hours

Recommended:

COM-115	Introduction to Human Communication	3
	or	
COM-280	Intercultural Communication	3

Social or Behavioral Sciences or Arts and Humanities - 6 credit hours

Recommended:

PSY-150	General Psychology	3
ECO-205	Introduction to Business Economics	3

Biblical Studies - 3 credit hours

Recommended:

BIL-114	Christian Faith, Character, and Virtue	3

Mathematics - 3 credit hours

Recommended:

MAT-110	Business Mathematics	3

Natural Sciences - 3 credit hours

Recommended:

EAR-130	Earth Science	3

General Education Requirements (AS- Computer Information Technology) 24 credit hours and Student Learning Outcomes

General Education Learning Outcomes

- **Integration of Faith:** Apply tenets of the Christian faith to the thinking, dispositions, and actions that form their character.
- **Written Communication:** Write clearly and effectively for a specified audience and purpose.

- **Speaking and Listening:** Communicate effectively with diverse audiences, both verbally and non-verbally, and listen with empathy for shared understanding.
- **Quantitative Reasoning:** Solve mathematical problems enabling determination and communication of reasonable solutions.
- **Scientific:** Apply qualitative and quantitative methods to gather data and generate evidence-based conclusions.
- **Social and Behavioral:** Compare and contrast contending interpretations for social, behavioral, or historical phenomena.
- **Humanistic and Artistic:** Interpret the aesthetic properties of creative artistic forms as living abundantly.
- **Critical Thinking:** Students can comprehensively analyze issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion.
- **Teamwork:** Students can collaboratively direct value-adding behaviors toward team objectives and tasks.
- **Digital Information Literacy:** Students can apply credible information from digital resources to answer questions, solve problems, and make decisions.

Indiana College Core (ICC)

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Students presenting a transcript with completion of ICC noted will meet all of the general education requirements stated above with the exception of three semester credits in Biblical Studies. A Bible course must be accepted in transfer or taken at Indiana Wesleyan University in order to fulfill this requirement.

General Education Requirements

In addition to the regular core curriculum (major), a 24-credit general education core is required of associate students enrolled in IWU-National and Global education programs. This 24-credit general education core includes:

General Education Courses

Written Communication - 6 credit hours

Recommended:

ENG-140	College Writing	3
ENG-141	Research and Writing	3

Oral Communication - 3 credit hours

Recommended:

COM-115	Introduction to Human Communication	3
	or	
COM-280	Intercultural Communication	3

Social or Behavioral Sciences or Arts and Humanities - 6 credit hours

Recommended:

PSY-150	General Psychology	3

SOC-150 Introduction to Sociology 3

Biblical Studies - 3 credit hours

Recommended:

BIB-121 Bible Journeys 3

Mathematics - 3 credit hours

Recommended:

MAT-110 Business Mathematics 3

Natural Sciences - 3 credit hours

Recommended:

EAR-130 Earth Science 3

General Education Requirements (AS- Professional Pilot) 24 credit hours and Student Learning Outcomes

General Education Learning Outcomes

- **Integration of Faith:** Apply tenets of the Christian faith to the thinking, dispositions, and actions that form their character.
- **Written Communication:** Write clearly and effectively for a specified audience and purpose.
- **Speaking and Listening:** Communicate effectively with diverse audiences, both verbally and non-verbally, and listen with empathy for shared understanding.
- **Quantitative Reasoning:** Solve mathematical problems enabling determination and communication of reasonable solutions.
- **Scientific:** Apply qualitative and quantitative methods to gather data and generate evidence-based conclusions.
- **Social and Behavioral:** Compare and contrast contending interpretations for social, behavioral, or historical phenomena.
- **Humanistic and Artistic:** Interpret the aesthetic properties of creative artistic forms as living abundantly.
- **Critical Thinking:** Students can comprehensively analyze issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion.
- **Teamwork:** Students can collaboratively direct value-adding behaviors toward team objectives and tasks.
- **Digital Information Literacy:** Students can apply credible information from digital resources to answer questions, solve problems, and make decisions.

Indiana College Core (ICC)

Indiana Wesleyan University participates voluntarily in the Indiana ICC program in order to serve students who begin their studies at other schools. The Indiana ICC is a block of 30 credit hours, defined individually by each participating Indiana educational institution, that fulfills six specific general education competencies. Participating schools agree to certify transferring students who have completed the core and to honor the certification of other schools regarding transfer students. A student completing the core at any participating institution is counted as having completed the core at every other participating institution, even though the courses are not identical.

Students presenting a transcript with completion of ICC noted will meet all of the general education requirements stated above with the exception of three semester credits in Biblical Studies. A Bible course must be accepted in transfer or taken at Indiana Wesleyan University in order to fulfill this requirement.

General Education Requirements

In addition to the regular core curriculum (major), a 24-credit general education core is required of associate students enrolled in IWU-National and Global education programs. This 24-credit general education core includes:

General Education Courses

Written Communication - 6 credit hours

Recommended:

ENG-140	College Writing	3
ENG-141	Research and Writing	3

Oral Communication - 3 credit hours

Recommended:

COM-115	Introduction to Human Communication	3
	or	
COM-280	Intercultural Communication	3

Social or Behavioral Sciences or Arts and Humanities - 6 credit hours

Recommended:

PSY-150	General Psychology	3
SOC-150	Introduction to Sociology	3

Biblical Studies - 3 credit hours

Mathematics - 3 credit hours

Natural Sciences - 3 credit hours

Required:

SCI-205	Meteorology and Environmental Impact for Aviators	3

General Education Requirements (AS- Integrative Studies) 30 credit hours and Student Learning Outcomes

General Education Requirements - For all concentrations within the Integrated Studies associate degree program, a 30-credit general education core is required which includes:

- Three semester credits in Biblical Studies.
- Six semester credits in English Written Communication.
- Three semester credits in English Oral Communication.
- Six semester credits in Social or Behavioral Science or Arts and Humanities.
- Three semester credits in Mathematics.
- Three semester credits in Natural Sciences.

General Education Learning Outcomes

- **Integration of Faith:** Apply tenets of the Christian faith to the thinking, dispositions, and actions that form their character.
- **Written Communication:** Write clearly and effectively for a specified audience and purpose.
- **Speaking and Listening:** Communicate effectively with diverse audiences, both verbally and non-verbally, and listen with empathy for shared understanding.
- **Quantitative Reasoning:** Solve mathematical problems enabling determination and communication of reasonable solutions.

- **Scientific:** Apply qualitative and quantitative methods to gather data and generate evidence-based conclusions.
- **Social and Behavioral:** Compare and contrast contending interpretations for social, behavioral, or historical phenomena.
- **Humanistic and Artistic:** Interpret the aesthetic properties of creative artistic forms as living abundantly.
- **Critical Thinking:** Students can comprehensively analyze issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion.
- **Teamwork:** Students can collaboratively direct value-adding behaviors toward team objectives and tasks.
- **Digital Information Literacy:** Students can apply credible information from digital resources to answer questions, solve problems, and make decisions.

Indiana College Core (ICC)

Indiana Wesleyan University participates voluntarily in the Indiana ICC program in order to serve students who begin their studies at other schools. The Indiana ICC is a block of 30 credit hours, defined individually by each participating Indiana educational institution, that fulfills six specific general education competencies. Participating schools agree to certify transferring students who have completed the core and to honor the certification of other schools regarding transfer students. A student completing the core at any participating institution is counted as having completed the core at every other participating institution, even though the courses are not identical.

Students presenting a transcript with completion of ICC noted will meet all of the general education requirements stated above with the exception of three semester credits in Biblical Studies. A Bible course must be accepted in transfer or taken at Indiana Wesleyan University in order to fulfill this requirement.

General Education Requirements (BS) and Student Learning Outcomes

General Education Requirements - In addition to the regular core curriculum (major), a 30-credit general education core is required of all bachelor students enrolled in IWU-National and Global education programs. This 30-credit general education core includes:

- Three semester credits in Biblical Studies.
- Three semester credits in Biblical Studies/Philosophy/Religion.
- Six semester credits in English Written Communication.
- Three semester credits in English Oral Communication.
- Six semester credits in Social or Behavioral Sciences.
- Three semester credits in Mathematics.
- Three semester credits in Natural Sciences.
- Three semester credits in Arts and Humanities.

General Education Learning Outcomes

- **Integration of Faith:** Apply tenets of the Christian faith to the thinking, dispositions, and actions that form their character.
- **Written Communication:** Write clearly and effectively for a specified audience and purpose.
- **Speaking and Listening:** Communicate effectively with diverse audiences, both verbally and non-verbally, and listen with empathy for shared understanding.
- **Quantitative Reasoning:** Solve mathematical problems enabling determination and communication of reasonable solutions.
- **Scientific:** Apply qualitative and quantitative methods to gather data and generate evidence-based conclusions.
- **Social and Behavioral:** Compare and contrast contending interpretations for social, behavioral, or historical phenomena.
- **Humanistic and Artistic:** Interpret the aesthetic properties of creative artistic forms as living abundantly.
- **Critical Thinking:** Students can comprehensively analyze issues, ideas, artifacts and events before accepting or formulating an opinion or conclusion.

- **Teamwork:** Students can collaboratively direct value-adding behaviors toward team objectives and tasks.
- **Digital Information Literacy:** Students can apply credible information from digital resources to answer questions, solve problems, and make decisions.

Indiana College Core (ICC)

Indiana Wesleyan University participates voluntarily in the Indiana ICC program in order to serve students who begin their studies at other schools. The Indiana ICC is a block of 30 credit hours, defined individually by each participating Indiana educational institution, that fulfills six specific general education competencies. Participating schools agree to certify transferring students who have completed the core and to honor the certification of other schools regarding transfer students. A student completing the core at any participating institution is counted as having completed the core at every other participating institution, even though the courses are not identical.

Students presenting a transcript with completion of ICC noted will meet all of the general education requirements stated above with the exception of three semester credits in Biblical Studies. A Bible course must be accepted in transfer or taken at Indiana Wesleyan University in order to fulfill this requirement.

General Education Requirements (BS- Health Sciences) and Student Learning Outcomes

General Education Requirements - In addition to the regular core curriculum (major), a 30-credit general education core is required of all bachelor students enrolled in the School of Health Sciences. This 30-credit general education core includes:

- Three semester credits in Biblical Studies.
- Three semester credits in Biblical Studies/Philosophy/Religion.
- Six semester credits in English Written Communication.
- Three semester credits in English Oral Communication.
- Six semester credits in Social or Behavioral Sciences.
- Three semester credits in Mathematics.
- Three semester credits in Natural Sciences.
- Three semester credits in Arts and Humanities.

General Education Learning Outcomes

- **Quantitative Reasoning:** Solve mathematical problems enabling determination and communication of reasonable solutions.
- **Speaking and Listening:** Communicate effectively with diverse audiences, both verbally and non-verbally, and listen with empathy for shared understanding.
- **Written Communication:** Write clearly and effectively for a specified audience and purpose.
- **Humanistic and Artistic:** Interpret the aesthetic properties of creative artistic forms as living abundantly.
- **Scientific:** Apply qualitative and quantitative methods to gather data and generate evidence-based conclusions.
- **Social and Behavioral:** Compare and contrast contending interpretations for social, behavioral, or historical phenomena.
- **Integration of Faith:** Apply tenets of the Christian faith to the thinking, dispositions, and actions that form their character.

Indiana College Core (ICC)

Indiana Wesleyan University participates voluntarily in the Indiana ICC program in order to serve students who begin their studies at other schools. The Indiana ICC is a block of 30 credit hours, defined individually by each participating Indiana educational institution, that fulfills six specific general education competencies. Participating schools agree to certify transferring students who have completed the core and to honor the certification of other schools regarding transfer students. A student completing the core at any participating institution is counted as having completed the core at every other participating institution, even though the courses are not identical.

Students presenting a transcript with completion of ICC noted will meet all of the general education requirements stated above with the exception of three semester credits in Biblical Studies. A Bible course must be accepted in transfer or taken at Indiana Wesleyan University in order to fulfill this requirement.

Grade Appeal and Academic Policy Grievance

Indiana Wesleyan University follows generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. The university allows its instructors independence in following generally accepted practices. A student who wishes to appeal a course grade or an academic policy decision (including one believed to be discriminatory based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504), must abide by the procedures that follow.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances. All grievances, with all documents, recommendations, and decisions, will be reported to the Vice President of Regional Education and External Relations. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

Grade Appeal

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his or her published grading policy. A student who wishes to appeal a grade based on one or both of these reasons must follow these procedures:

- The student must first contact the instructor for a full explanation of the grade given and the basis for making the grade.
- If there is no resolution, then the student may file a grade appeal request form, which can be obtained from the Online Regions Office/Program Director or Chair. If a properly completed grade appeal request form is not received by the university within 30 days of the date the student's grade was posted, then the student will forfeit any further right to appeal.
- After the university receives the grade appeal request form, it will be forwarded to the instructor along with a faculty grade appeal response form.
- If the instructor agrees that the grade should be changed, the university will change the grade and notify the student.
- If the instructor does not agree that the grade should be changed, the university will notify the student and send a form that may be used by the student to request a review by the Academic Appeals Committee. If the university does not receive the form from the student within 15 days of the date the form was sent, then the student will forfeit any further right to appeal.
- Upon receipt of the request for committee review from the student, the matter will be brought to the next regularly scheduled Academic Appeals Committee meeting. (NOTE: The committee reserves the right to seek clarification from the student or the instructor). If the matter involves a member of the committee, then that individual will recuse himself/herself from deciding the appeal. The committee will notify the student of its decision, which will be final.

If a student experienced extenuating circumstances while enrolled in a course, the university may allow the student to request that a grade of "F" be changed to a "W." If a properly completed Student F to W Appeal Request Form is not received by the university within 90 days of the date the student's grade was posted, then the student will forfeit any further right to appeal.

Academic Policy Grievance

An academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504. A student who wishes to file an academic policy grievance must follow these procedures:

- Level 1 - The student must first contact the person who has made the decision for a full explanation of the policy and how the policy was followed. If the policy has been followed, then the student has no further recourse.
- Level 2 - If the policy was not followed or the student disputes the way in which the policy was applied, then the student may request that the matter be reviewed by the Program Director or Chair by filing a form requesting such a review. This form may be obtained from the Program Director or Chair. If the complaint involves the Program Director or Chair, the student may request that the Dean of the relevant school review the matter. If a properly completed form is not received by the university within 30 days of the date on which the event that gave rise to the complaint occurs, then the student will forfeit any further right to appeal. The Program Director or Chair (or, if applicable, the Dean of the relevant school) will notify the student of the decision.

- Level 3 - If the matter is not satisfactorily resolved, then the student may request that the Academic Appeals Committee review the matter by filing a form requesting a committee review. This form may be obtained from the Online Regions Office of - IWU-National and Global. If the university does not receive a properly completed form within 15 days of the date on which the decision notice in level two was sent, then the student will forfeit any further right to appeal. The Academic Appeals Committee will notify the student of its decision, which will be final.

A student may seek recourse from any university nonacademic program or employment-related dispute, alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, or other state or federal legislation. Further direction for this process can be found at Non-Academic Appeal Process (p. 15).

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

Grade	Quality Points (per credit)
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	.0

The following grades are not figured into the GPA:

W
I
CR
NC
AU

Repeated Courses -A student may repeat any undergraduate course in which a grade below "C" ("C-," "D+," "D," or "F") was previously earned. CAPS graduate students with a cumulative GPA below the minimum required by their program for graduation, may retake, at their option, any class in which they earned below a "B-."

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student's grade point average (GPA). All entries, however, remain a part of the student's permanent academic record. Duplicate credit hours are not given for two or more passing efforts.

Students on Academic Probation are encouraged to repeat courses in which they have earned an unsatisfactory grade as the fastest way to raise their GPA.

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner.

However, the issuance of an incomplete cannot be given if the student fails to meet the engagement requirements. In these rare situations, a grade of "I" (incomplete) may be issued but only after completing the following process:

- The student must request an "I" from the instructor.
- The instructor must obtain approval from the appropriate Executive Director of Online and Student Success.

Because "incompletes" are granted only for extenuating circumstances, the student's grade will not be penalized.

A student who receives an "incomplete" has 10 weeks from the ending date of the course to complete course requirements and turn them in to the instructor. If, at the end of the 10-week extension, the student has failed to complete the course requirements in order to receive a passing grade, the "incomplete" will become an "F." A student with more than one incomplete on record is subject to academic suspension. (Some programs have different incomplete requirements; see specific program page for detailed information.)

Grade Reports - At the end of each course, the instructor submits grades for each student. Grade reports are available online to the student and indicate courses taken, credits received, and grades assigned.

Transcripts - The student's official transcript is prepared by the Indiana Wesleyan University Registrar's Office and will show the course, grade, credit, and dates of instruction for each course. Transcripts will include undergraduate and graduate work with the GPA divided into undergraduate and graduate calculations. Requests for transcripts of coursework at Indiana Wesleyan University must conform with the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and signed by the student, for protection of the student's confidentiality. A transcript is official only when it bears the university seal.

It is university policy not to release a transcript if the student has any financial holds on their record or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$5 fee is charged for each transcript, with an additional \$2.50 Parchment ordering fee. Payment must be provided, along with a complete address to which the transcript is to be delivered. Please provide a current address if request is to be sent to student's home. Transcript requests can be accessed by visiting <http://www.indwes.edu/Academics/Registrar/Transcript> and submitting the request through the ordering service.

Graduation

Graduation Ceremonies - IWU graduation ceremonies are held two times a year in April and December. Degrees are conferred and posted to the student's transcript on these dates. Conferral of degrees also happens on the second Friday in October, February, June and August and posted to the student's transcript should all requirements be completed.

Eligible students are notified by the Office of Student & Faculty Support Services of procedures and requirements concerning graduation. Students who will meet graduation requirements before the second Friday in February would walk in the previous December. Students who will meet graduation requirements before the second Friday in August would walk in the previous April.

Each student must complete an "Application for Graduation" provided by the Office of Student & Faculty Support Services. This application indicates the student's intent to graduate and initiates the final evaluation of the student's academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred.

Graduation Requirements - All requirements must be met and transcribed by the date established by the Office of Student & Faculty Support Services (at least one week prior to the desired conferral date). Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcribed by the deadline date.

Students may receive one degree only per conferral. Any university-approved dual degree program is an exception to this policy.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the six conferral dates, and students receiving the second major are not eligible to participate in another graduation ceremony.

Academic Honors (Baccalaureate Candidates) - Academic Honors are recognized at graduation ceremony to baccalaureate degree candidates with the identified grade point averages listed below. Academic Honors are not awarded to associate's, master's, or doctoral degree students. Academic Honors are based upon the student's grade point average (GPA). It should be noted that the Honors GPA includes transfer grades and as a result may differ from a student's cumulative GPA. Academic

Honors listed in the graduation ceremony program are based on all IWU academic work and all transfer work completed at the time the ceremony program is printed. Academic Honors listed on the official transcript and diploma will reflect all applicable academic work at the time of conferral. Academic Honors are awarded based on the following criteria:

- A minimum of 60 graded hours from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (USDE) and the Council for Higher Education Accreditation (CHEA).
 - NOTE: Credit from Sophia, Straighterline, military, foreign institutions, testing, PLA and any other types of assessed learning does not count toward this requirement.
- A minimum of 40 graded hours must be from Indiana Wesleyan University.
- For transfer students, all graded hours transferred and transcribed are counted.
- For students with transfer work, the Indiana Wesleyan University GPA will appear on the transcript and the Grade Report; the Honors GPA, which will include grades from transferred courses, will appear on the Grade Report under Honors Information.

Baccalaureate degree candidates will be awarded Honors as follows if the above criteria is met:

- Honors GPA of 3.5 or higher - “cum laude” (with honors).
- Honors GPA of 3.7 or higher - “magna cum laude” (with high honors).
- Honors GPA of 3.9 or higher - “summa cum laude” (with highest honors).

Diplomas - Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned, date of degree, and honors (bachelor's only). A student's financial account must be settled to receive a diploma.

Honesty, Cheating, Plagiarism and Forgery

Academic dishonesty is inconsistent with scholarship and the pursuit of knowledge and Christian character. Thus, Indiana Wesleyan University expects students to be honest in all academic work and with all university records. Incidents of cheating, plagiarism, falsification of any university documents or any other dishonest action will be investigated and judged by the appropriate academic leader. It is the responsibility of each student to be aware of policies regulating academic conduct including definitions of academic dishonesty, the possible sanctions, and the appeals process.

Coursework

Students are expected to exhibit honesty in the classroom, in homework and on quizzes and tests. Each instructor should define what constitutes honest work in a specific course. Any deviation from ordinary standards, such as the permitted use of notes for an examination or an “open book” test, should be stated clearly by the instructor.

Cheating is defined as the use or attempted use of unauthorized materials or receiving unauthorized assistance or communication during any academic exercise. Examples of cheating include:

- Submitting work for academic evaluation that is not the student's own.
- Copying answers from another student during an examination.
- Using prepared notes or materials during an examination.
- Permitting another student to copy one's work.
- Plagiarism – see below for definition
- Falsification.
- Other misrepresentations of academic achievement submitted for evaluation or a grade.
- The submission of papers or other work that one has submitted in a previous class or classes without appropriate citation and/or permission of the instructor.
- Facilitating the academic dishonesty of others. Examples include, but are not limited to, uploading work to a tutoring website or sharing work with friends, roommates, and classmates.

The *Publication Manual of the American Psychological Association*, (7th, 2020) indicates “Plagiarism is the act of presenting the words, ideas, or images of another as your own; it denies authors or creators of content the credit they are due, whether

deliberate or unintentional, plagiarism violates ethical standards in scholarship” (p. 254). Students must not take credit for work that is not their own. Plagiarism is a moral, ethical and legal offense.

Examples of plagiarism include:

- Copying another person's actual words without the use of quotation marks, source citation, or footnotes.
- Presenting another person's ideas or theories in your own words without citing the source.
- Failing to acknowledge contribution and collaboration from others.
- Using information that is not common knowledge without citing the source.
- Submitting downloaded papers or parts of papers, "cutting and pasting," or paraphrasing or copying information from Internet sources without proper acknowledgment of a source.
- Submitting papers acquired or purchased from another individual or organization.
- Submitting an original paper or work completed for one course to meet the requirements for another course (self-plagiarism as per the 7th edition of the APA manual, p. 256).

Sanctions

Because the matter of cheating cumulatively leads to dismissal, faculty are required to report each case to the appropriate university administrators who in turn reports the case to the academic leader of the specific college/school. Evidence must be in hand before any action will be taken to confront and accuse a student of cheating.

Any student apprehended and charged with cheating, including plagiarism, during his or her college matriculation, shall receive the following discipline:

- First incident of cheating: no credit (i.e., no points given) in paper, assignment, or exam.
- Second incident of cheating: failure in the course involved.
- Third incident of cheating: dismissal from the university.
- Students in graduate programs or graduate courses are expected to understand clearly the nature of cheating and are subject to dismissal from the university for any egregious act of academic dishonesty or cheating, without the need to follow the steps listed above.
- Discovery of any dishonest action for students who have been awarded an IWU degree may result in rescinding of said degree without the need to follow the steps listed above.

A student who is not satisfied with the disciplinary action may follow the grievance and appeal policies of the appropriate academic unit.

University Records: Falsifying or forging any university record or using unauthorized access to any university system is considered a dishonest action and is subject to review and possible sanctions. Incidents of such will be investigated and judged by the appropriate academic leader. It is the responsibility of each student to be aware of policies regulating academic conduct including definitions of academic dishonesty, the possible sanctions, and the appeals process.

Falsification of Academic Records or University Documents: Falsification of academic records or documents includes but is not limited to altering any documents affecting academic records; forging signatures; or falsifying information of an official document such as a grade report, ID card, financial receipt, or any other official university letter or communication. This includes information downloaded (printed) from student information available via Web (online) services.

Unauthorized Access to Computerized Academic or Administrative Records or Systems: Unauthorized access to computerized academic or administrative records or systems means viewing or altering the university's computer records without authorization; copying or modifying the university's computer programs or systems without authorization; releasing or dispensing information gained through unauthorized access; or interfering with the use or availability of computer systems information.

Students who are found to have falsified university documents or participated in unauthorized access to computerized academic or administrative records or systems are subject to the following sanctions:

Sanctions:

- Dismissal from the university for a single incident.

- Discovery of any dishonest action for students who have been awarded an IWU degree may result in rescinding of said degree.
- The university may consider legal action for any individual found to have participated in these actions.

A student who is not satisfied with the disciplinary action may follow the grievance and appeal policies of the appropriate academic unit.

Inclement Weather Procedures

The university is reluctant to postpone or cancel classes because the compressed nature of the schedule makes it difficult to schedule make-up classes when needed. In order to make the most informed decisions possible, the university gathers information from the National Weather Service, State Police agencies, the Executive Director of Regional Management, and site personnel (when appropriate). Regional locations will be judged by the Executive Director of Regional Management for National and Global. In the event it becomes necessary for the Executive Director to recommend a weather related or emergency closing to the Chancellor for IWU-National and Global, affected faculty and students will make up the missed class session through an online alternative class session.

Regional Office Managers will contact instructors in the event of an emergency closure. Instructors will contact students on the date class is cancelled with requirements for making up the cancelled class session through an online alternative.

To satisfy engagement requirements and earn discussion points (if applicable), all assignments associated with the cancelled class session must be submitted prior to the start of the next scheduled class session.

Decisions for evening classes will be made by approximately 3:00 p.m. on the day of class. Decisions about Saturday classes will be made the evening before, when possible, but may be made during the early morning hours on the Saturday of class if necessary. No notification will be made unless onsite classes are cancelled and moved to an online format; information about closures/cancellations will be announced on the university's Web site at <http://www.indwes.edu>. Announcements will also be posted on the student portal at <http://myIWU.indwes.edu> and on the class information phone line at 1-866-498-4968 ext. 2022.

Unfortunately, the university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class. Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class while the location of their class remains open, they should notify their instructor and make appropriate arrangements for make-up work.

Leave of Absence Policy

Indiana Wesleyan University understands there are life events that may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow students flexibility in their program enrollment to adjust to these life events. The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and eligible for an in-school deferment for student aid loans. Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. **This impacts students who receive Title IV federal financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.**

Students who will be out of class for a period of 29 days but no more than 180 should request a leave of absence. Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation on current financial aid will be done. Students who are not on federal financial aid programs or who do not have a federal loan in deferment are not required to request a leave of absence.

Students needing to make a change in their schedule need to contact the Office of Online & Faculty Support Services to process the registration change. Schedule changes need to be completed before submitting the Leave of Absence Application. The Leave of Absence Application can be filled out by going to the following link: https://myemailindwes.sharepoint.com/sites/ING_NationalandGlobalHub. Students must request the leave within 21 days of initiating the registration change. The request for a leave of absence should be made prior to the date the leave is to start. The start date of the leave is the day after the last date of attendance in class.

An approved leave of absence must meet the following criteria: in the academic year the student has to be in attendance 2 weeks prior to applying for a leave, the request must be received within 21 days of the registration change; the request must be made prior to the start of the leave (first day of class); the reason for the request must be one approved by IWU's Leave of

Absence Committee (military, medical, jury duty, loss of job, family emergency, employment emergency, transfer of coursework, passing pre-requisite requirement, changing programs, administrative cancellation of major classes, or other reasons as approved by the Leave of Absence Committee).

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Time in excess of 180 days will not be approved. A student may request an extension to a leave providing the request is made before the end of the leave, there are unforeseen circumstances which prevent the return from the leave, and the total number of days of approved leave do not exceed 180 in a 12-month period. A maximum of two leaves of absence are allowed during a 12-month period. Documentation is required for an extension on a leave. Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third party will attest to the circumstance outlined on the application form. Examples would include physicians' statements, letters from employers, letters from pastors or counselors, court documents, etc. Documentation is also required if a request is submitted after the 21 day deadline, and needs to address the reason for the delay in the submission of the request.

Failure to return from an approved leave of absence nullifies the approved leave and may have an impact on student loan repayment terms as well as the grace period. The first day of the leave will be reported as the beginning of the grace period for loan deferment. Students may return early from an approved leave of absence prior to the leave end date. The leave will be shortened according to the student's return date.

Students will not receive disbursements of Title IV student loan financial aid funds during the leave. Students are not deferred from making regularly scheduled payments to the Accounting Office for normal fees incurred. Any change in registration can impact current financial aid regardless of approval or denial of the leave of absence request. Questions about impact on current financial aid should be directed to the Financial Aid Office at 866-498-4968 ext. 2516. Students on an approved leave of absence will be reported as such and will be eligible for in-school deferment of previous loans. Students whose request for a leave of absence is denied will be reported as withdrawn and the grace period for loan repayment will go into effect.

Military Leave of Absence Policy

The Higher Education Opportunity Act enacted on August 13, 2008, states that a university may not deny admission or readmission to a service member for reasons relating to that service. The service member qualifies if the school is given notice of absence for service, the cumulative length of absence does not exceed five years, and the student gives notice of his or her intent to return.

Indiana Wesleyan University complies with this act with the following:

Academic:

- Students are not required to reapply and are not charged a readmission fee upon return.
- Students are readmitted at the same academic status (program enrollment status, number of completed credit hours, academic standing) before deployment. Students may return under the catalog that was in effect before deployment. Student may find differences in their programs or the catalog if the programs are no longer offered, or changes have occurred due to external accrediting bodies, licensing board or other external agencies.
- Leave time does not count toward the total time required to earn the degree.
- Students will be promptly readmitted in the next class or classes in a program, will qualify for priority/early registration, and may not be denied re-enrollment in a class based on class size.

Financial:

Students are required to complete a Military Leave of Absence Request. When the request is approved, students' accounts will be adjusted as necessary.

Financial Aid:

Indiana Wesleyan University is committed to assisting military students in navigating the impact that active duty will have on financial aid. It is important that each student have conversation with the Financial Aid office to ensure proper paperwork and processes are covered as it relates to a leave of absence.

Students with federal financial aid, federal loan obligations, or military tuition assistance must contact their lenders and/or the military education office to ascertain their loan repayment status or repayment of tuition assistance during the leave of absence.

Policy on Academic Credentials and Programs

This policy applies to all academic units of the university. It is of interest to all faculty, academic administrators, program directors, and staff of the office of the University Registrar.

Indiana Wesleyan University awards academic credentials (degrees and certificates) to students who complete defined programs of study. Each credential is defined in terms of a set of essential learning outcomes, which may include discipline-specific and general education outcomes, as well as credit-hour and other specifications. Each program of study for a particular credential maps the credential learning outcomes to a series of credit-bearing courses. Student performance in each course, credit-hours earned in each course, and credentials awarded are transcribed by the University Registrar.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credit-hours may be shared between academic credentials awarded concurrently, within the following boundaries. Credentials earned concurrently must be awarded concurrently – students must apply for all credentials appropriate to their current matriculation prior to conferral and credentials reflecting coursework solely from prior matriculation will not be added to the transcript.

1. The student must fulfill all of the requirements for any credential awarded.
2. Credit-hours may be shared between a major and a minor, as long as the minor includes at least 15 unique credit-hours unshared with any other major or minor.
3. Credit-hours may be shared between two minors, as long as each minor includes at least 15 unique credit-hours unshared with any other major or minor.
4. Credit-hours may be shared between two undergraduate majors as long as there are 51 unique (unduplicated) credit hours between the two majors.
5. Credit-hours may be shared between two graduate majors or specializations as long as two thirds of the credit-hours in each major or specialization are unique (unduplicated).
6. Up to three credit hours may be shared between:
 - a. certificate and a minor
 - b. a certificate and a concentration/specialization
 - c. two certificates
 - d. two specializations/concentrations
7. Unlimited credit-hours may be shared between a certificate and a major (undergraduate or graduate) as long as the certificate and the major do not share the same name. Exceptions to this provision for specific certificates and majors may be published in the catalog. Check degree program requirements for eligibility for combining the major with specific certificates.
8. Two distinct undergraduate degrees (associate's and/or bachelor's) may be conferred together as long as each degree includes at least 25% unique (unshared) credit-hours. Each degree must have a unique, stand-alone major.
9. Two distinct graduate degrees (master's, specialist, and/or doctoral) may be conferred together as long as each degree includes at least 50% unique (unshared) credit-hours. Each degree must have a unique, stand-alone major.
10. An undergraduate and a graduate degree may be conferred together as long as 75% of the credit-hours of each degree are unique (unshared). See the related Undergraduate and Graduate Credit Crossover Policy.

A major, minor, or specialization/concentration may be added to a previously awarded baccalaureate or graduate degree. The student must complete all of the course requirements for the major, minor, or specialization/concentration and a minimum of nine new credit-hours must be earned. New general education requirements need not be met to post an additional major, minor, or specialization/concentration to a previously awarded undergraduate degree. Students adding a major, minor, or specialization/concentration are not eligible to participate in commencement ceremonies again. The additional major, minor, or specialization/concentration will be posted to the transcript only on one of the university conferral dates.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credit-hours applied to a previously-awarded IWU academic credential may be applied, without surrender of the prior credential, to another IWU academic credential within the following boundaries.

1. The student must fulfill all of the requirements for any credential awarded.

2. For credit-hours from a prior IWU academic credential to be applied to a second IWU academic credential, the second academic program must be started within ten years of the awarding of the first credential. Exceptions must be approved by the dean (or equivalent) of the school sponsoring the academic program of the second credential. Individual academic programs may specify more strict credit-age limits if warranted by the discipline.
3. Credit-hours from a previously-awarded undergraduate certificate may be applied to fulfill the requirements of an associate's degree or a bachelor's degree.
4. Up to 3 credit-hours from a previously-awarded undergraduate certificate may be applied to fulfill the requirements of a different undergraduate certificate.
5. Up to 6 credit-hours from a previously-awarded associate's degree or bachelor's degree may be applied to fulfill the requirements of an undergraduate certificate.
6. Credit-hours from a previously-awarded associate's degree may be applied to fulfill the requirements of a different associate's degree, as long as the new associate's degree has at least 25% unique credit-hours.
7. Credit-hours from a previously-awarded associate's degree may be applied to fulfill the requirements of a bachelor's degree.
8. Credit-hours from a previously-awarded bachelor's degree may be applied to fulfill the requirements of a different bachelor's degree, as long as the new bachelor's degree has at least 25% unique credit-hours.
9. Credit-hours from a previously-awarded bachelor's degree or undergraduate certificate may be applied to fulfill the requirements of a master's degree, limited by the provisions of the Undergraduate and Graduate Credit Crossover Policy.
10. Up to 3 credit-hours from a previously-awarded graduate certificate or post-master's certificate may be applied to fulfill the requirements of a different graduate or post-master's certificate.
11. Credit-hours from a previously-awarded graduate certificate or post-master's certificate may be applied to fulfill the requirements of a master's degree.
12. Credit-hours from a previously-awarded graduate certificate or post-master's certificate may be applied to fulfill the requirements of a specialist degree.
13. Credit-hours from a previously-awarded graduate certificate or post-master's certificate may be applied to fulfill the requirements of a doctor's degree.
14. Credit-hours from a previously-awarded master's degree, specialist degree, or doctor's degree may be applied to fulfill up to 1/3 of the requirements of a graduate or post-master's certificate.
15. Credit-hours from a previously-awarded master's degree may be applied to fulfill the requirements of a different master's degree, as long as the new master's degree has at least 50% unique credit-hours.
16. Credit-hours from a previously-awarded master's degree may be applied to fulfill the requirements of a specialist degree, as long as the specialist degree has at least 50% unique credit-hours.
17. Credit-hours from a previously-awarded master's degree may be applied to fulfill the requirements of a doctor's degree, as long as the doctor's degree has at least 50% unique credit-hours.
18. Up to 6 credit-hours from a previously-awarded specialist degree may be applied to fulfill the requirements of a master's degree.
19. Credit-hours from a previously-awarded specialist degree may be applied to fulfill the requirements of a different specialist degree, as long as the new specialist degree has at least 50% unique credit-hours.
20. Credit-hours from a previously-awarded specialist degree may be applied to fulfill the requirements of a doctoral degree, as long as the doctoral degree has at least 50% unique credit-hours.
21. Up to 6 credit-hours from a previously-awarded doctor's degree may be applied to fulfill the requirements of a master's degree or specialist degree.
22. Credit-hours from a previously-awarded doctor's degree may be applied to fulfill the requirements of a different doctor's degree, as long as the new doctor's degree has at least 50% unique credit-hours.

Student Address/Email Information

Change of Name and/or Address - A student's official academic record reflects the name, address, telephone number, and other information the student submitted at the time they applied to IWU. Students who desire to change this information in their academic record may submit a request to the Registrar's Office along with acceptable legal documentation supporting the request.

IWU Student Email Accounts - Upon acceptance, students are given an IWU student e-mail account. This is the only account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

Team Work

Global competition and accelerating change have challenged traditional notions of the corporate pyramid. Organizations seeking to improve quality and agility have replaced entire levels of management with self-managing work teams. For this reason, the skills needed for teamwork are at a premium in the workplace.

A team is a small number of people with complementary skills, who are committed to a common purpose, a set of performance goals, and an approach to solving problems for which they hold themselves mutually accountable. But, a team is more than just a collection of individuals. A true team develops an almost organic quality. The synergy produced through interaction involving a common goal should exceed what a group of individuals might achieve working independently. Thus, there is a significant difference between the product of a well-functioning team and the product of a work group where a piece of the problem is assigned to each individual.

Indiana Wesleyan University utilizes teams and team projects in the curriculum because team process can enhance learning, especially in adult professionals. Students working in teams are able to take on larger projects than they would be able to individually. This enables the university to present courses in a compressed format. Not only is learning enhanced through this method, but students also have the opportunity to develop teamwork skills. We believe teams are a vital component to the education our students receive.

Teams of three or more individuals meet as needed for class assignment preparation, team projects, and team presentations are utilized throughout the curriculum.

Individuals who work effectively in teams are characterized by the following abilities:

- Able to take responsibility for the success of the entire team and not just their own success.
- Able to hold both themselves and the team accountable for mutually agreed-upon goals.
- Able to negotiate goals and ideas in a team setting.
- Skilled at listening.
- Skilled at building on the ideas of others in a creative fashion.
- Able to give constructive feedback and express emotions to others without damaging relationships.
- Able to trust others and foster trusted relationships.
- Value team process.
- Understand the dynamics of team process and team product in pursuit of collective goals.

Transfer of Credit Policy

Recognized academic credentials and academic credit-hours earned outside of IWU may be used to fulfill the entrance requirements and/or course requirements for IWU academic programs and may provide advanced standing entry into IWU academic programs within the following boundaries.

The University Registrar is responsible for approving the transferability of all credit-hours. Credit-hours accepted in transfer are recorded as part of the student's official academic record, but quality points and grades are omitted. Grades from transfer courses are not included in IWU GPA calculations except in determining honors for baccalaureate degrees. IWU is not permitted to release received transcripts, test scores, or other academic documents to the student or any other party. All credit-hours are accepted as semester credit-hours; quarter credit-hours are converted to semester credit-hours using a two-thirds conversion ratio.

Credit is granted for undergraduate course work with a satisfactory grade (“C” or above) in a 100-level or higher course, or for graduate course work with a satisfactory grade (“B” or above) in a 500-level course or higher, taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). Currently this includes the following accrediting agencies:

- Accreditation Commission for Education in Nursing (ACEN)
- Association for Biblical Higher Education (ABHE)
- Association of Advanced Rabbinical and Talmudic Schools (AARTS)
- Association of Theological Schools Commission on Accrediting (ATS)
- Distance Education Accreditation Commission (DEAC)
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACS-COC)
- Transnational Association of Christian Colleges and Schools (TRACS)
- Western Association of Schools and Colleges – Accrediting Commission for Community and Junior Colleges (WASC–ACCJC)
- Western Association of Schools and Colleges – Senior College and University Commission (WASC–SCUC)

IWU also receives credit from schools accredited by agencies recognized by the International Council for Evangelical Theological Education:

- Africa: Association for Christian Theological Education in Africa (ACTEA)
- Asia: Asia Theological Association (ATA)
- Caribbean: Caribbean Evangelical Theological Association (CETA)
- Europe: European Council for Theological Education (ECTE)
- Euro-Asia: Euro-Asian Accrediting Association (E-AAA)
- Latin America: Association for Evangelical Theological Education in Latin America (AETAL)
- Middle East and North Africa: Middle East-North Africa Association for Theological Education (MENATE)
- North America: Association for Biblical Higher Education (ABHE)

No more than 75% of the requirements for an IWU undergraduate degree or certificate and no more than 50% of the coursework in the major may be satisfied by transfer. Any culminating project (capstone, research, thesis, etc.), clinical, or practicum requirement associated with a degree or certificate program must be taken at Indiana Wesleyan University. No more than 35% of a graduate degree or certificate program may be satisfied by transfer credit. Graduate credit-hours graded credit/no credit or pass/fail at another institution may not be transferred in unless approved by the academic unit. Transfer credit-hours applied to the major curriculum of the academic program must be academically current as determined by the academic unit and may be restricted by the academic unit based on curricular considerations or the requirements of programmatic accreditation. Individual academic units may specify exceptions as appropriate for their respective disciplines or accrediting bodies.

Transcripts from international institutions may need to be sent to an external agency for evaluation and determination of transferable credit-hours, degrees, and GPA. If this external review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.

Indiana Wesleyan University accepts credit through official transcripts from the American Council on Education (ACE) and the National College Credit Recommendation Service (NCCRS). ACE and NCCRS evaluate and provide credit recommendations for educational offerings for a significant number of corporate universities and other learning providers.

Credit through examination (CLEP, DSST, AP, institutional examinations) or assessed learning is not accepted in transfer from another institution. Credit through examination is awarded by Indiana Wesleyan University with official test scores from an official testing center. Credit from nontraditional learning by life experience is awarded through the IWU's assessed learning process.

Courses from non-accredited colleges and universities and from schools/colleges/universities not accredited at the same level, such as proprietary business schools, vocational/technical schools, or other single purpose institutions may be presented through the prior learning assessment process. Prior Learning Assessment (PLA) includes an evaluation of a student's prior learning experiences. IWU relies on industry best practices established by organizations like the Council for Adult and Experiential Learning (CAEL) which has served as a leader in the development and implementation of assessment for experiential learning and corporate training since 1974. Students are required to submit through the student portal appropriate documentation which clearly demonstrates academically relevant learning. The number of credit-hours awarded through various examinations (CLEP, DSST, AP, AICE, etc.) plus prior learning assessment shall be limited to a total of 40 semester credit-hours for baccalaureate degrees and 18 semester credit-hours for associate degrees. Prior learning assessment is not available for graduate credit, with the exception that graduate programs may specify specific learning experiences for which credit may be granted for specific courses through petition. The Indiana Wesleyan University Honesty, Cheating, Plagiarism, and Forgery Policy applies to all Prior Learning Assessment requests and submissions.

Displaced Students

School closures sometimes displace students near the completion of their studies. Special provision is made for such displaced students, allowing them to transfer-in a larger percentage of credit-hours toward an IWU degree. Special provisions may be articulated in a teach-out agreement between IWU and the closing school. Unless otherwise specified in a teach-out agreement, all normal rules governing transfer credit apply with the following exceptions.

For displaced degree-seeking undergraduate students, 85% of an IWU degree may be satisfied through transfer credit-hours. For displaced graduate students, 75% of program requirements may be satisfied through transfer credit-hours.

- For programs of 18 credit-hours - students must take 4 credit-hours from IWU
- For programs of 24 credit-hours - students must take 6 credit-hours from IWU
- For programs of 30 credit-hours - students must take 7 credit-hours from IWU
- For programs of 33 credit-hours - students must take 8 credit-hours from IWU
- For programs of 36 credit-hours - students must take 9 credit-hours from IWU
- For programs of 42 credit-hours - students must take 10 credit-hours from IWU

Displaced doctoral students must complete 15 credit-hours plus any comprehensive final exams or culminating projects (dissertation, etc.) at IWU.

Undergraduate and Graduate Credit Crossover Policy

Undergraduate credit-hours may be used to fulfill requirements of IWU graduate programs under the following provisions. When permitted by the design of the program, undergraduate credit-hours from upper level courses may be counted toward the requirements of a graduate degree or certificate when the undergraduate course(s) sufficiently accomplish the learning outcomes of a course in the graduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the graduate degree or certificate may be completed through undergraduate credit-hours. Undergraduate courses in which a student has earned a "B" or better may be considered for graduate credit. Dual counting of credit-hours requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of undergraduate courses to fulfill graduate program learning outcomes. Established limits on the number of credit-hours that may be transferred into the graduate program remain in effect.

Graduate level credit-hours may be used to fulfill requirements of IWU undergraduate programs under the following provisions. When permitted by the design of the program, graduate credit-hours may be counted toward the requirements of an undergraduate degree or certificate when the graduate course(s) sufficiently accomplish the learning outcomes of a course in the undergraduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the undergraduate major, minor, or certificate may be completed through graduate credit-hours. Though exceptions may be approved by program directors, graduate courses in which a student has earned a "B" or better may be considered for undergraduate credit. Dual counting of

credit-hours requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of graduate course(s) to fulfill undergraduate program learning outcomes. Established limits on the number of credit-hours that may be transferred into the undergraduate program remain in effect.

Ways to Earn University Credit toward a Degree

Students have several options for completing general education/elective requirements for a baccalaureate degree.

CLEP/DSST Examinations

Indiana Wesleyan University offers CLEP and DSST tests as an option for students needing to fulfill general education and elective credits for a baccalaureate degree. The CLEP (College Level Examination Program) examinations are offered by The College Board, a nonprofit membership organization that provides tests and other educational services for students, schools, and colleges. CLEP is the most widely accepted credit-by-examination program in the country. The DSST (DANTES Subject Standardized Tests) examinations, originally developed for military personnel, are offered by Prometric.

Students may take both CLEP and DSST examinations at Indiana Wesleyan University at all regional education centers. Upon receipt of the official test scores, Indiana Wesleyan University will award credit based on The American Council on Education recommendations.

Students desiring to take an examination will pay a registration fee to IWU and test fee to the company sponsoring the test. In addition, students who choose to take CLEP or DSST tests are assessed an IWU transcription fee of \$25 per credit hour satisfactorily completed. This applies to all CLEP/DSST credits which are placed on Indiana Wesleyan University records whether taken at Indiana Wesleyan University or accepted in transfer. Credit is not placed on the academic record until payment for the credits and the official transcript are received. Before taking a CLEP/DSST test, students should check with an academic advisor to ensure the test will apply toward degree completion plans.

The maximum number of credits awarded for all credit through various examinations (CLEP, DANTES, AP, AICE, etc.) and prior learning shall be limited to a total of 40 semester hours for the baccalaureate degrees and 18 semester hours for the associate degrees, and ordinarily will not be applied to upper-division requirements in the major (junior and senior levels). It is the responsibility of the student to obtain approval from the appropriate division for the application of credits to the majors.

Undergraduate Elective Offerings

The undergraduate elective program enables students to complete the credit requirements they may need for graduation. These electives include classes that satisfy general education requirements as well as elective credit. The elective classes are offered in key locations and in an online format and are scheduled to match the credit needs of our students. Most elective classes are “enrollment driven,” which means there must be at least six students registered for the class to meet.

See the Undergraduate Electives listing for additional information or <http://www.indwes.edu/Adult-Graduate/Undergraduate-Electives/>.

Prior Learning Assessment

Indiana Wesleyan University provides options for obtaining credit through experiences where college level learning has taken place, but was gained outside of the college/university credit bearing courses.

This credit will be awarded through faculty and/or subject matter expert review and credit recommendations. No grades are assigned; only credit is awarded.

- Prior Learning Assessment (PLA) includes an evaluation of a student’s prior learning experiences. IWU relies on industry best practices established by organizations like the Council for Adult and Experiential Learning (CAEL) who has served as a leader in the development and implementation of assessment for experiential learning and corporate training since 1974. Students are required to submit appropriate documentation which clearly articulates academically relevant learning through the student portal.
- Assessed learning credit is reviewed through a curriculum evaluation process that assesses training programs for alignment with university level learning and IWU curriculum.

Undergraduate students accepted to or enrolled in any of the IWU-National and Global associate or baccalaureate degree programs are eligible to request PLA credit. Credit hours awarded may be counted toward general education, elective, or select core requirements as applicable to the undergraduate degree.

The maximum number of credits awarded for all credit through various examinations (CLEP, DSST, AP, AICE, etc.) and prior learning shall be limited to a total of 40 semester hours for the baccalaureate degrees and 18 semester hours for the associate degrees.

The Indiana Wesleyan University Honesty, Cheating, Plagiarism, and Forgery Policy (p. 15) also apply to all Prior Learning Assessment request and submissions.

All PLA requests and documentation are reviewed only by those who have an official reason for doing so: the PLA staff, faculty evaluators, and accrediting association members. Any data received from the PLA process that may be made public will be anonymized and will in no way be attributed to an individual unless the student provides a signed authorization. Students should not include any materials in the PLA request that violate the legal and moral rights to privacy of other individuals.

Credit by Transfer

Students may transfer credit from another university to fulfill general education and elective requirements for applicable degrees. Credit can only be transferred from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) and for courses in which a grade of "C" or higher was earned. All credits are accepted as semester credits. Quarter credits are converted to semester credits using the two-thirds conversion ratio. Students should check with an academic advisor before planning to fulfill requirements in this way. See "Transfer of Credit Policy (p. 347)" for limitations on transfer work.

Withdrawal/Change in Status

A student who finds it necessary to withdraw from the program or to take a temporary leave of absence is required to contact the Registration Change Counselor in the Office of Student & Faculty Support Services to complete this process (registration.change@indwes.edu). Students must request the withdrawal from the Registration Change Counselor before the last class workshop. Failure to initiate an official withdrawal will result in a "No Credit" or an "F" grade for the student in those related courses.

A student who is temporarily withdrawing may request an individual leave of absence up to 180 days in a 12 month period. A student cannot request more than two leaves during a 12 month period, and the total number of days on leave may not exceed 180 days within a 12 month period. All leaves must be requested through the Office of Student & Faculty Support Services.

Administrative withdrawals will happen as follows:

- Students has never engaged in the class for 21 days.
- Student fails prerequisite or program requirement.
- A continued pattern of no engagement for 21 consecutive days will result in an administrative withdrawal from the course and a grade of "W" will be assigned.
- Students are required to complete the first course of the core program with a passing grade in order to maintain enrollment. Each school determines the passing grade required for the specific programs within that school.

Students withdrawing from the first course of a core program must withdraw from the entire program.

If, at a later time the student wishes to re-enter the program, a re-entry form must be submitted to the Office of Student & Faculty Support Services. Students sitting out of a core program for more than 90 days are subject to a tuition increase upon returning. Students re-entering a core program after six months or more are subject to any changes in curriculum upon returning.

Any change in registration may have an impact on the student's financial aid. Students should always check with the financial aid office before initiating a registration change.

Financial

Financial Policies

Students are advised of financial obligations for their degree program during the registration process. Students are expected to meet these obligations according to the schedule. Any questions regarding payments should be directed to Student Account Services.

Students who have applied for financial aid are responsible for all tuition and fees in the event it is determined they are ineligible for financial aid, decline the financial aid, or withdraw from the program prior to completing the academic award period. Students receiving military or corporate assistance who have received prior approval from the university for direct billing are required to pay their share of tuition and fees and submit appropriate assistance documents by the assigned due date. The deferral program in no way relieves the student of the financial obligation to the university and the student retains full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations.

Indiana Wesleyan University reserves the right to change the tuition and fee schedule at any time. Students who remain registered making satisfactory academic progress shall have their tuition guaranteed. Book fees, embedded resource, and program fees are subject to change throughout a student's program. A \$50 late fee is charged each time a payment is received after the due date. There will be a fee charged for any check returned due to non-sufficient funds. If collection of tuition, book charges, and/or fees becomes necessary, all percentage-based costs of collection, court costs, and attorney fees are the responsibility of the student.

Financial Regulations for Individuals Covered by Chapter 31 or Chapter 33

For purposes of this policy, a covered individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 benefits.

Any covered individual may enroll in or attend a course of education during the period beginning on the date on which the individual provides a Certificate of Eligibility (COE) for entitlement to educational assistance under chapter 31 or 33 (A "Statement of Benefits" obtained from the Department of Veterans' Affairs (VA) website – eBenefits, or a VA Form 28-1905 for chapter 31 authorization purposes can substitute a Certificate of Eligibility) and ending on the earlier of the following dates:

- The date on which payment from VA is made to Indiana Wesleyan University (IWU)
- 90 days after the date IWU certified tuition and fees following the receipt of the certificate of eligibility

Indiana Wesleyan University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from VA under chapter 31 or 33.

IWU requires the following actions on the part of any covered individual:

- Submit the Certificate of Eligibility (COE) for entitlement to educational assistance no later than the first day of the course of education.
- Provide any additional information necessary to the proper certification of enrollment by IWU.
- All standard financial policies apply for any amount not covered by the Certificate of Eligibility (COE) – i.e. charges not covered, or percentage of fees in excess of the COE.

Nursing Practice Experience Costs

All Indiana Wesleyan University, IWU-National and Global Nursing programs include practicum/clinical/practice experiences that require placement in a clinical facility or with a preceptor. Any cost for clinical placement is the responsibility of the student. The financial obligation incurred to facilitate placement will be subject to the policies in the Financial Information section of the University Catalog.

Refund Policies

Tuition and Technology Fee

Upon withdrawal from a course, tuition and the technology fee are prorated based on the date that the student requested the withdrawal as follows:

For courses consisting of 4-6 workshops

- If a student requests withdrawal during the first week of the course, all charges are forgiven except books and embedded resources.
- If a student requests withdrawal during the 2nd week of the course, tuition and tech fee are refunded 75%.
- If a student requests withdrawal during the 3rd week of the course, tuition and tech fee are refunded 50%.
- If the student requests withdrawal after the 3rd week, there is no refund.

For courses consisting of at least 7 workshops

- If a student requests withdrawal during the first week of the course, all charges are forgiven except books and embedded resources.
- If a student requests withdrawal during the 2nd week of the course, tuition and tech fee are refunded 90%.
- If a student requests withdrawal during the 3rd week of the course, tuition and tech fee are refunded 75%.
- If a student requests withdrawal during the 4th week of the course, tuition and tech fee are refunded 50%.
- If the student requests withdrawal after the 4th week, there is no refund.

For courses that are one week in length, tuition and technology fee are refunded according to the following schedule:

- Withdrawal requested within the first onsite day (2nd day on the course calendar) – 100% tuition and tech fee refund.
- Withdrawal requested after the first onsite day – no tuition or tech fee refund.

For term-based tuition, no refund is given for withdrawal from individual courses within the term. The refund policy applies when the student withdraws from all courses in the term.

Changes to a student's schedule may affect their financial aid. Call the Financial Aid Office for information.

Other Fees

Once attendance has been established in a course, any other fees associated with that course (not tuition or technology fee) are non-refundable.

Textbooks Shipped by Slingshot

Refunds for textbook charges are issued at the sole discretion of Slingshot, according to their established refund policies. To avoid unnecessary charges, students should return each rental textbook at the completion of each class.

- When a student withdraws from a course, Slingshot will supply the student with a prepaid label to return related materials as long as the student contacts Slingshot Customer Support within 14 days of the course start date, ships the item within 5 business days of the contact, and the enrollment files reflect that the customer is no longer enrolled in this course (within 14 days of the start date). Upon receipt of the item, Slingshot will refund the amount billed for the item minus shipping fees.
- Promptly contact Slingshot for a Return Authorization for Credit for a course from which you have withdrawn.
- Refunds issued by Slingshot will be applied as a credit to the student account.

Indiana Wesleyan University is not responsible for issuing refunds for Rentals not Returned, books not received, or books for withdrawn courses. All textbook issues should be immediately addressed with Customer Care at Slingshot in order to receive the appropriate credit.

Digital items fall outside normal return and refund policies, as publishers have different policies on digital resources. We recommend contacting Customer Support at Slingshot as soon as possible if you think you will need to return a digital item. If you have been billed for a digital resource, then withdraw before starting the course, please contact Customer Support at Slingshot immediately upon withdrawal.

Regulations and Policies

In compliance with federal regulations for the student who has received financial aid, any amount due will be returned to the appropriate aid sources.

Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Registration Change Counselor. Tuition and fees will be charged for repeating the course.

Decisions regarding refunds are made by Student Account Services, and in isolated cases, by the Financial Appeals Committee.

Indiana Wesleyan University will comply with any state mandated refund policies that govern refunds for students matriculating within the state in question. For a detailed listing of state-specific refund policies, please visit <http://www.indwes.edu/About/Student-Consumer-Information/State-Specific-Refund-Policies>.

Student Account Appeals

If a disputed charge cannot be reconciled with the accounting office, a written appeal with all supporting documentation can be submitted using an online form. Contact Student Account Services for access to the appeal form.

- All pertinent information will be obtained and compiled by the Appeals Committee.
- The disputed charge will be reviewed by the Appeals Committee.
- If necessary, an appeal may be reviewed by the Program Director.
- Appeals must be submitted within 6 months of the last date of attendance for the course in question.

All appeals will receive a response within 15 days after the written appeal has been received.

Financial Aid

General Eligibility Requirements

In order to receive federal and/or state student financial aid, students must meet the following criteria:

- Must have completed the Free Application for Federal Student Aid (FAFSA) including signing all certifying statements.
- Must be a U.S. citizen or eligible noncitizen.
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Must not be in default on a Title IV loan or owe a Title IV grant or loan overpayment.
- Must not have borrowed in excess of annual or aggregate Title IV loan limits.
- Must certify that they will use Title IV aid only to pay educational costs.
- Must not have enrolled in multiple institutions solely to obtain Title IV credit balance funds to pay expenses not educationally related.
- Must be enrolled as a regular student (cannot be unclassified) in an eligible degree or certificate program.
- Must maintain Satisfactory Academic Progress (SAP) as outlined in IWU's SAP Policy.
- Must qualified to obtain a college education by having a high school diploma, GED certificate, or a high school education in a homeschool setting approved under state law.
- Must maintain enrollment in classes.

Incarcerated students are not eligible for federal student financial aid unless they are enrolled under the U.S. Department of Education's Second Chance Pell Experiment here at IWU or under any other approved Prison Education Program at IWU (as they become available). Incarcerated students in these programs are eligible for Pell grants only.

Incarcerated students or students who become incarcerated after receiving federal student financial aid funds should contact the Financial Aid Office for any questions about financial aid eligibility for these programs.

Types of Student Financial Aid Available

The following types of student financial aid are available to persons enrolled as degree-seeking students who meet the eligibility criteria for the aid type. Complete fund profiles may be found online at <https://www.indwes.edu/adult-graduate/financial-aid/types-of-aid>.

Federal Pell Grant – is a federal need-based grant that does not require repayment. The Pell Grant is available only to undergraduate students who have not earned a bachelor's nor professional degree and who have not met their maximum lifetime eligibility, which is the equivalent of six school years. Recipients must complete the Free Application for Federal Student Aid (FAFSA) and show financial need. The award amount is based on the Expected Family Contribution found on the Student Aid Report, a student's enrollment status, at the beginning of each term, and the cost of attendance. The maximum award amount for the 2023-2024 award year is \$7,395.

Federal Supplemental Educational Opportunity Grant (FSEOG) – is a federal grant that does not require repayment and is available to undergraduate students who have not earned a bachelor's nor professional degree. Eligibility is determined by answers provided on the FAFSA form with priority to Federal Pell Grant recipients. The maximum award amount for the 2023-2024 award year is \$400. Awards are made to eligible recipients until all funds have been exhausted.

Federal TEACH (Teacher Education Assistance for College and Higher Education) Grant – is a federal grant that, when all service obligations are met, does not have to be repaid. The grant provides up to \$3,772 per academic year to students in one of IWU's eligible graduate education programs who intend to teach in a high-need field at a public or private elementary or secondary school that serves students from low-income families. Grant recipients must teach for at least four academic years within eight calendar years of completing the program of study for which the grant was received. For students who fail to complete the service obligation, all amounts of TEACH grant funds received are converted to an unsubsidized Federal Direct Loan that must be repaid. Interest is charged from the date the grant(s) disbursed.

Indiana State Grant Aid – primarily consists of the Frank O'Bannon Grant, the 21st Century Scholarship, and the Adult Student Grant. Indiana grant recipients may take courses that meet at a site located within Indiana or online. Tuition reimbursement that a student receives may affect the amount of the state grant award. For the Frank O'Bannon Award, eligible students must be Indiana residents in an undergraduate program and attending full-time, eligible for federal student financial aid, whose FAFSA was received by the federal processor on or before the state filing deadline, and who demonstrate financial need as defined by the Indiana Commission for Higher Education, Division of Student Financial Aid. The Frank O'Bannon award is a tuition- and fee- only grant. More details are available on the state website at <https://www.in.gov/che/state-financial-aid/state-financial-aid-by-program/frank-obannon-grant>.

For the 21st Century Scholarship, please refer to the state website at <https://learnmoreindiana.org/scholars> for the eligibility requirements and other details.

For the Adult Student Grant, please refer to the state website at <https://www.in.gov/che/state-financial-aid/state-financial-aid-by-program/adult-student-grant> for eligibility requirements and other details.

Students receiving Indiana grant awards are required to meet certain credit completion requirements to renew Indiana grant awards for subsequent years.

- For Frank O'Bannon Grant maximum award renewal, students must successfully complete (receive passing grades for) at least 30 credit hours during each state academic year ("on-time" renewal). Frank O'Bannon Grant students who successfully complete at least 24 credit hours each state academic year ("full-time" renewal) will remain eligible for the grant but will receive a lesser amount than a student who completes 30 credit hours.
- For 21st Century Scholarship renewal, students must successfully complete at least 30 credit hours each state academic year to renew eligibility for subsequent years.
- For Adult Student Grant renewal, students must successfully complete 18 credit hours in the state academic year to renew eligibility for subsequent years.

Kentucky State Grant Aid –consists of the College Access Program (CAP) Grant. Students must be Kentucky residents in an undergraduate program and eligible for federal student financial aid. Students whose FAFSA information demonstrates financial need as defined by the Commonwealth of Kentucky are given priority consideration for the CAP grant until available funds are exhausted. Eligible students must be enrolled in 6-12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term). Students must be enrolled in at least 6 credit hours of courses for the term taken at a site located within Kentucky in order for online courses to count toward the credit hour requirement. Tuition reimbursement that a student receives may affect the amount of the state grant award.

Ohio State Grant Aid – is the Ohio College Opportunity Grant Program (OCOG). This program provides need-based tuition assistance to Ohio students from low to moderate-income families. Students must be Ohio residents in an eligible undergraduate program, eligible for federal student financial aid, and whose FAFSA was received by the federal processor on or before the October 1 state filing deadline. Eligible students must be enrolled in 12 credit hours between July 1 and December 31 (fall term) and/or January 1 and June 30 (spring term) for a full-time enrollment status award. Lesser amounts are awarded for less than full-time enrollment status within the term. The OCOG is a tuition only grant. Tuition reimbursement that a student receives may affect the amount of the state grant award.

William D. Ford Federal Direct Loan – is available to students who file the FAFSA and all other required student financial aid forms and who meet all federal criteria for eligibility. The maximum annual loan amounts for dependent students are \$5,500 for freshmen, \$6,500 for sophomores and \$7,500 for juniors and seniors. The maximum annual loan amounts for independent students are \$9,500 for freshmen, \$10,500 for sophomores, \$12,500 for juniors and seniors, and \$20,500 for graduate students. Lifetime maximum borrowing limits are \$57,500 for undergraduate programs and \$138,500 for graduate programs (including undergraduate borrowing). For undergraduate students who demonstrate financial need and who have not met their lifetime maximum borrowing limits, the federal government subsidizes loan interest for a portion of the total annual loan amount while the student is enrolled in school. Interest rates are set on July 1 each year and are fixed rates. For July 1, 2023, through June 30, 2024, the interest rate is 5.49% for subsidized and unsubsidized Direct Loans for undergraduate students. The interest rate is 7.05% for unsubsidized Direct Loans for graduate students.

A student's total financial assistance, including loans, may not exceed the calculated cost of attendance for the program. Students with unsubsidized loans may elect to make monthly interest payments to the lender or allow the accumulated interest to accrue until repayment, which begins six months after the student ceases to be enrolled as at least a half-time student. Upon graduation or termination of studies, the student is given a six-month grace period during which no interest or principal payments are due on subsidized loans and during which only interest accrues on the unsubsidized loans. The standard minimum monthly payment is \$50, but the amount varies based on the total amount of the outstanding loans upon which the student is paying and the type of repayment plan the student has chosen.

Undergraduate PLUS Federal Direct Loan – is a federal loan available to parents of dependent undergraduate students who have remaining cost of attendance not met by subsidized/unsubsidized William D. Ford Federal Direct Loans. The interest rate is set on July 1 each year and is a fixed rate. For July 1, 2023, through June 30, 2024, the interest rate is 8.05%. This is a credit-based federal loan.

Graduate PLUS Federal Direct Loan – is a federal loan available to graduate students who have remaining cost of attendance not met by an unsubsidized William D. Ford Federal Direct Loans. The interest rate is set on July 1 each year and is a fixed rate. For July 1, 2023, through June 30, 2024, the interest rate is 8.05%. This is a credit-based federal loan.

Nurse Faculty Loan Program (NFLP) - is a loan program administered through the Health Resources and Services Administration to provide loan funds to students enrolled in an eligible advanced degree program in nursing (for IWU students, the Master of Science in Nursing Education and the Doctor of Nursing Practice degree programs) and who intend to teach full-time upon graduation. After graduation, loan recipients may cancel up to 85% of the NFLP loan over a consecutive four-year period while serving as full-time nurse faculty at a school of nursing. Loan funds are given to cover costs of tuition, books, and eligible fees. Funds are limited and are offered on a first come, first served basis. The student must complete an application each year NFLP funds are requested. As the grant requires submission of data to the government on its use, recipients must agree to follow-up information requests for reporting purposes. Students who appear to meet the eligibility requirements will receive information explaining the application process.

Military Preferred Tuition Discount – is a tuition discount extended to all active duty military personnel, National Guard, reserves, retirees, veterans, spouses, and surviving spouses, dependent children with educational benefits, DoD civilians, and DHS civilians. More information and the discount application are available online at <https://www.indwes.edu/adult-graduate/financial-aid/military-preferred-tuition>.

Educational Partner Discount – is a tuition discount given to students employed by one of IWU's educational partners. Students must submit a discount application, available from your enrollment counselor or by emailing N&Gdiscounts@indwes.edu.

Yellow Ribbon Award – is an award that does not have to be repaid and is available to eligible students who receive Chapter 33 benefits. The amount eligible students receive reflects 50% of the tuition expenses that exceed the highest public in-state undergraduate tuition rate. The VA matches that contribution to cover fully the tuition costs.

Loan Repayment Chart

The following chart shows estimated monthly payment amounts based on a standard 10-year repayment plan. Learn more about current interest rates or other repayment plans online at www.studentaid.gov or www.finaid.org.

Interest Rate	5%	6.5%	8%
Amount Borrowed	Monthly Payment Amount		
\$5,500	\$58	\$62	\$67
\$8,500	\$90	\$97	\$103
\$15,000	\$159	\$170	\$182
\$20,000	\$212	\$227	\$243
\$30,000	\$318	\$341	\$364
\$40,000	\$424	\$454	\$485
\$50,000	\$530	\$568	\$607
\$60,000	\$636	\$681	\$728
\$70,000	\$742	\$795	\$850

How to Apply for Student Financial Aid

Students who wish to be considered for federal and/or state student financial aid must complete the Free Application for Federal Student Aid (FAFSA). Links to the application process online are provided at <https://www.indwes.edu/adult-graduate/financial-aid/apply-for-aid>:

- When completing the FAFSA (direct link is <https://studentaid.gov/h/apply-for-aid/fafsa>) you must list IWU's Title IV Code, 001822, or IWU will not receive your FAFSA information from the federal processor.
- You must disclose any additional funding you will receive from employer reimbursement, vocational rehabilitation, or private scholarships to help pay for your education. To facilitate this requirement, complete the Other Aid Source Disclosure Form available online at <https://www.indwes.edu/adult-graduate/financial-aid/docs/Other%20Aid%20Source%20Disclosure%20Form.pdf>.
- If loans are desired, students must complete the Loan Entrance Counseling Session and William D. Ford Federal Direct Loan Master Promissory Note online (direct link is <https://studentaid.gov>). You must have an established Federal Student Aid (FSA) username and password in order to complete these items. For each item, you must enter "Indiana" in the "Choose a State" field even if you attend classes in another state or online.
 - Entrance Counseling Session: Log in using your FSA username and password. Hover over "Loans and Grants" in the navigation bar and select "Loan Entrance Counseling" under the "Get a Loan" heading to the left. On the next page, select the appropriate counseling session for your program level (undergraduate or graduate/professional).
 - Master Promissory Note: Log in using your FSA ID and password. Hover over "Loans and Grants" in the navigation bar and select "Master Promissory Note (MPN)" under the "Get a Loan" heading to the left. On the next page, select the appropriate MPN for your program level (undergraduate or graduate/professional).
 - The Financial Aid Office's standard practice is to originate federal student loans for the amount of a student's maximum eligibility. If you wish to have a lesser loan amount originated than your maximum eligibility, complete the Reduced Loan Request form available online at <https://www.indwes.edu/adult-graduate/financial-aid/forms>.

Once the above steps have been completed, be certain to:

- Quickly respond to requests for additional information from the Financial Aid Office. You may be asked, as required by federal regulations, to provide items for review in a process called Verification. Some items that may be requested are: a completed Verification Worksheet, a completed and notarized Identity and Statement of Educational Purpose Form, and a signed copy of your Federal Income Tax Return (and your spouse's or parents' as appropriate).
- Fully complete all forms. Forms filled out incorrectly or submitted to the wrong office or IWU regional location could complicate your approval to begin classes or delay your student financial aid offer.

How Eligibility is Determined and Student Financial Aid is Awarded

- An estimated federal student financial aid offer typically is available within a week of submitting the FAFSA. In general, aid amounts are based on a student's Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and other estimated financial assistance. The Financial Aid Office will process aid for a student's maximum eligibility in scholarship, grant, and loan funds unless otherwise instructed in writing.
- Students must be enrolled at least half-time for the term for federal loan funds to be disbursed. Any changes to planned enrollment may affect the amount and/or disbursement date(s) of aid for which the student may qualify.
- The Financial Aid Office will email notification to the IWU student email account that a student financial aid offer is available for review online via the student portal at <https://myemailindwes.sharepoint.com>. This secure website will indicate the types and amounts of aid for which the student qualifies. To decline all or a portion of the awarded aid, the student must submit a written request to the Financial Aid Office or all awarded aid will disburse to the IWU student account, as appropriate. Complete the Reduced Loan Request form to request a loan amount less than the maximum. The student does not need to contact the Financial Aid Office to accept a student financial aid offer.

How and When Student Financial Aid is Disbursed

Federal Pell Grant is disbursed as a credit to the IWU student account in one payment per term.

Federal SEOG is disbursed as a credit to the IWU student account in one payment per term.

Federal TEACH Grant is disbursed as a credit to the IWU student account in one payment per term.

Federal Direct Loans are disbursed as a credit to the IWU student account, generally in one payment per term with that disbursement occurring approximately 10 days after the start of the first class attended in the term.

Nurse Faculty Loan Program (NFLP) funds are awarded upon receipt of all application materials. The funds are applied as a credit to the IWU student account, generally in one payment per term.

Indiana State Grant Aid is disbursed as a credit to the IWU student account in one payment per state term. There typically are three or four state terms in the state academic year. The first state term begins in the first term where a student is enrolled full-time. For students enrolled full-time on the 28th day of the state grant term, the earliest date state grant funds may disburse is on the 29th day of that term. For students not enrolled full-time on the 28th day of the state grant term but who later become enrolled full-time within that term, the earliest date state grant funds may disburse is on the last day of the course in which the student completes full-time enrollment for the term.

Kentucky State Grant Aid is disbursed as a credit to the IWU student account in one payment per state grant term.

Ohio State Grant Aid is disbursed as a credit to the IWU student account in one payment per state grant term.

All other types of aid are awarded and disbursement dates set as the necessary paperwork is received.

Applying for student financial aid does not remove responsibility for payment. If the funding is not received, the student must pay all outstanding balances immediately.

Satisfactory Academic Progress (SAP)

Students are expected to maintain Satisfactory Academic Progress toward the completion of their course of study. This includes:

- Enrolling in and attending class as well as completing assignments and projects.
- Earning at least the minimum GPA required to maintain good academic standing in the student's primary degree or certificate program.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- For undergraduate students, completing the program within 150% of the credit hours normally required to complete the course of study (e.g., if the program requires 120 credit hours to complete, then the student may attempt no more than 180 credit hours) or, for graduate students, within the maximum time allowed by the academic department to complete the degree.

Academic progress is reviewed after the end of each term. Students who fail to make satisfactory academic progress will be placed onto SAP Warning or Suspension, as appropriate, per the policy requirements. Students with mitigating circumstances

(which may include, but is not limited to, death in the family or grave illness of the student or close family member) may appeal termination of federal student financial aid eligibility due to failure to make academic progress by submitting a SAP Appeal Form, written explanation, and supporting documentation to the SAP Appeals Committee through the Financial Aid Office. The entire SAP Policy is available for review online at <https://www.indwes.edu/adult-graduate/financial-aid/resources>.

Leaves of Absence, Withdrawals, and Return of Funds

A student may request leaves of absence through the Office of Student Support Services for breaks in attendance 180 days or less in any 12-month period. In the case there is an approved break between classes, a leave of absence will be reported to the loan servicer, but no loan repayment will be required. If additional circumstances arise that prohibit the student from returning to class as scheduled, the student should contact the Financial Aid Office to discuss options. For a break between classes of more than 180 days in any 12-month period, the university is required to report non-enrollment information to the loan servicer, and the student will be required to begin repayment of any student loans (see your loan promissory note for further information).

If a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or take leaves of absence that cause the student to be unable to return to the same term, a federal student financial aid Return of Funds calculation will be performed. This calculation determines how much federal student financial aid has been earned and is based on the number of days attended during the term in which the student withdraws. The amount of federal student financial aid funds to be returned by IWU to the funding source is based on the amount of those funds that the Return of Funds calculation determined were not earned by the student.

For courses that use Brightspace (LMS), Indiana Wesleyan will use the student's last date of engagement as the withdrawal date in the Return of Funds calculation. For courses that do not use Brightspace, Indiana Wesleyan will use the later of the notification of the intent to withdraw or the documented Last Date of Academically Related Activity (LDARA). The official notification of intent to withdrawal will be recorded by the Office of Student & Faculty Support Services and may include verbal or written communication. If the withdrawal date falls during a scheduled break within the term, the withdrawal date will refer back to the last date before the scheduled break began. The withdrawal date may never fall within a scheduled break of five days or more.

Due to extenuating circumstances, for students who are unable to officially withdraw, the institution will use the last confirmed date of academic engagement as determined in Brightspace. For courses that do not use Brightspace, faculty will be contacted to determine LDARA.

When a student withdraws, outstanding Title IV credit balances will be placed on hold until the Return of Funds calculation has been completed. If a credit balance exists on the student's account after applying any institutional refund policies and the Return of Funds calculation, the institution will disburse the credit balance to the student as soon as possible but no later than 14 days from the date the school performed the Return of Funds calculation.

The following are examples of the Return of Funds calculations for programs offered in standard term and nonstandard term academic calendars:

Standard Term:

- Return of Funds calculations will be performed on a payment period basis. The payment period is the term.
- The student begins class on August 30, and the term/payment period runs until December 15.
- The student withdraws from the program on October 4.
- The term/payment period has 103 calendar days in it (not including break periods), and the student completed 36 days which is 35.0% of the payment period.
- The amount of the funds to be returned will be 65.0% of the federal student financial aid funds received.
- The portion of the federal student financial aid funds that the school must return is equal to the lesser of:
 - The institutional charges multiplied by the unearned percentage of your funds, or
 - The entire amount of excess funds.

Nonstandard term:

- Return of Funds calculations will be performed on a payment period basis. The payment period is the term.
- The student begins class on March 2 and the term/payment period runs until May 24.

- The student withdraws from the program on March 20.
- The term/payment period has 84 calendar days in it (not including break periods) and the student completed 19 days which is 22.6% of the payment period.
- The amount of the funds to be returned will be 77.4% of the federal student financial aid funds received.
- The portion of the federal student financial aid funds that the school must return is equal to the lesser of:
 - The institutional charges multiplied by the unearned percentage of your funds, or
 - The entire amount of excess funds.

The Financial Aid Office will determine the amount of the return of funds that is owed by IWU and the amount, if any, that is owed by the student. For any loan funds that are owed by the student, the student (or the parent for a Direct PLUS Loan) repays in accordance with the terms of the promissory note (e.g., scheduled payments are to be made to the loan servicer over a period of time). A letter will be sent to the student indicating the results of the Return of Funds calculation and the amount of the return of funds, if any. The student will earn 100% of the federal student financial aid funds received for the term if the return of funds calculation shows the student completed more than 60% of the term. Additionally, state grant awards may be recalculated if the student drops below the minimum amount of credits and/or if tuition and fee charges must be revised as a result of the schedule change.

Funds that IWU are required to return will be returned to the federal student financial aid programs in the following order: unsubsidized Federal Direct Loan, subsidized Federal Direct Loan, Federal Perkins Loan, Federal Direct PLUS Loans, Federal Pell Grant, Federal SEOG, Federal TEACH Grant and other Title IV grants.

For a required repayment of grant funds by the student, the student will have 45 days to contact the Financial Aid Office to make arrangements to repay. Failure to make arrangements or to pay back the federal grants will mean the student is no longer eligible to receive federal student financial aid at any institution until full repayment.

Title IV Funds that the school is required to return must be returned as soon as possible but no later than 45 days after determining the student withdrew.

A post-withdrawal disbursement is a disbursement that occurs after the Return of Funds calculation has been completed, and it is determined that a student received less federal student aid than the amount earned. The post-withdrawal disbursement of a federal grant for funds earned in excess of outstanding current (educationally related) charges must be made directly to the student within 45 days of the date of determination that the student withdrew. Students and/or parents (in the case of Direct Parent PLUS loans) will be notified in writing of eligibility for a post-withdrawal loan disbursement within 30 days of the date the school determined the student withdrew. Students and/or parents will have 14 days to respond to the post-withdrawal offer. Post-withdrawal disbursements will be applied to outstanding allowable charges on the student account first and any resulting credit balance will be paid to the student and/or parent within 14 days of the disbursement.

The requirements for Title IV program funds when a student withdraws are separate from IWU's refund policy. Therefore, a student may still owe funds to the school to cover unpaid institutional charges. A student who requests the credit balance from his or her IWU student account and then makes registration changes may be required to repay funds to the university and/or to the student financial aid programs.

Student's Rights and Responsibilities

As a student, you have the right to know:

- What financial assistance is available, including information on all federal and state programs.
- The deadlines for submitting application for each of the student financial aid programs available.
- The cost of attending the school's programs and the school's refund policy.
- The criteria used by the institution to select financial aid recipients.
- How the school determines your financial need. This process includes how costs for tuition, fees, books, and living expenses are considered in your budget.
- What resources (such as employer reimbursement, other financial aid, etc.) are considered in the calculation of your need.
- How much of your financial need, as determined by the institution, has been met.

- An explanation of the various programs in your student financial aid offer. If you believe you have been treated unfairly, you may request reconsideration of the offer that was made to you.
- What portion of the student financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know the loan interest rate, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when the repayment is to begin.

As a student, you are responsible to:

- Review and consider all information about the school's program before you enroll.
- Complete all required forms accurately and submit them in a timely manner to the correct address.
- Pay special attention to, and accurately complete, your FAFSA. Errors can result in delay of receipt of your student financial aid funds. Intentional misreporting of information on application forms for federal student financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the FAFSA central processor.
- Read and understand all the forms that you are asked to sign and keep copies of them.
- Accept responsibility for all agreements you sign.
- If you have a loan, notify the lender of changes in your name, address, or school status.
- Know and comply with the deadline for application or reapplication for aid.
- Know and comply with the school's leave of absence or withdrawal policy/procedures.
- Repay student loans in agreement with the loan promissory note.

Further Information

The Financial Aid Office staff is here to assist in any way possible. If you have questions about any information pertaining to student financial aid, please contact: IWU -National and Global, Financial Aid Office, 1886 West 50th Street, Marion, IN 46953-9393. Voice 866-498-4968 option 3, 765-677-2516, Fax 765-677-2030, Email IWUfinaid@indwes.edu.

CAPS - Services for Students

Academic Advising

The purpose of academic advising is to support students from enrollment to completion of academic programs. Student Success Mentors will help provide support during the first year for new Associate students. Advisors help students understand all degree requirements and options to meet those requirements. Advisors also assist students in understanding policies and procedures, and communicating with departments such as Financial Aid and Student Account Services.

An academic advising team is assigned to each individual student and advises that student throughout the duration of his or her academic program. Advisors are available to meet one-on-one with students face to face, through email, by phone, or via video conference.

It is important that students maintain contact with their academic advising team in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Books and Materials

Indiana Wesleyan University's IWU-National and Global programming has been, in part, designed to serve the needs of busy, working, adult students. With this in mind, the required resource materials for our students are included with the program and are supplied through IWU's chosen supplier and distributor, Slingshot. Some of these required resources are in digital form and can be accessed directly in the learning management system upon individual student registrations. Any non-digital resources will be shipped directly to students prior to each course. For any non-customized print materials that are not part of the first course of a program, students wishing to obtain these specific materials on their own, may contact Slingshot for further information.

Please note: Any attempted return of materials are subject to policies and procedures as applied by Slingshot. Please contact Slingshot for details related to any possible return of materials.

Should it become necessary for a student to withdraw from a course, any course not completed before the specified time remaining on their access to the digital materials, additional charges may be applied. Hard copy resource materials should be returned immediately, if eligible, to avoid additional charges if/when the course is taken at a later date. If materials are not returned, and/or course is not completed, and course materials change in the time between withdrawal and re-entry, the student will be charged for new materials.

More information can be obtained by contacting Slingshot at 888-392-2930 or <https://www.slingshotedu.com>.

Chaplaincy Program

Spiritcare, the Chaplaincy Program for IWU National & Global Campus, is a ministry that cares for the spiritual needs of adult students by providing Christ-centered support, resources, and services. This is done primarily through online and onsite classroom visits, structured devotionals, direct emails, and Portal content. The goal is to provide supportive opportunities for the growth of the complete person. On-site and online students have direct contact with a caring chaplain. Spiritcare offers help, hope, and healing for students in crises. Chaplains can provide the following:

- Confidential and caring support for student and family members as requested.
- Spiritual guidance and prayer support.
- Intervention and support during life crises and emergencies.
- Referrals to Biblical, private counsel and support groups for special needs.
- An opportunity to be referred to a local pastor and a local church congregation for students seeking to grow in their faith.

Students may obtain additional information about the Spiritcare Chaplaincy Program through the student portal at https://myemailindwes.sharepoint.com/sites/I-NG_SpiritualSupport or by email at online.chaplain@indwes.edu.

Note: Out of Christian love and concern for IWU National & Global students, IWU chaplains may be notified regarding student issues and needs in order to offer extra care. Chaplains may thus initiate contact with students to ascertain further needs.

Library Services

Online Campus Library Services (OCLS) provides online and onsite access to resources and services specifically for adult students. The Jackson Library in Marion, Indiana, has thousands of materials available in many databases, print and online journals, streaming media (videos), print and ebooks, and microform. Users can search all of these materials through Jackson Library's online catalog and OCLS' secure online databases. Remote access is also available to all databases through the university login.

A small library collection is available at IWU's librarian-staffed Regional Education Center in Louisville, Kentucky. This small library offers general reference books and full access to the library catalog and online databases.

Librarians answer APA and Chicago Style questions and create Personalized Search Plans customized to students' research needs. OCLS can help troubleshoot basic Microsoft Word, PowerPoint, and Excel issues. OCLS also troubleshoots Academic Writer issues.

IWU National and Global online and distance students can contact OCLS via e-mail, by phone at 1-800-521-1848, or through our Virtual Assistant found on the OCLS home page, <https://ocls.indwes.edu/>.

OCLS is a member of the Academic Libraries of Indiana, which allows Indiana students to use many other Indiana college and university libraries. Kentucky students may reach out to their OCLS librarian to learn about access to other libraries in their areas.

Services for Students with Disabilities

IWU Disability Services

The goal of disability services at Indiana Wesleyan University is to work cooperatively with students to help them reach their maximum academic, social, and personal potential. This is accomplished by integrating legal expectations, Indiana Wesleyan's

standards of service, and Christ-like principles. The Director of Accessibility and Accommodations is a trained professional, responsible for determining accommodation eligibility and for coordinating office services for students with disabilities. The director works with the students, faculty, and staff to design and implement a plan of reasonable accommodations that allows for equal access to all areas of university life.

Equal Access

Indiana Wesleyan University is committed to inclusion and equal access of individuals with disabilities. Individuals will not be discriminated against on the basis of disability or be denied equal access and appropriate accommodation to the educational opportunities available at IWU.

“No otherwise qualified person with a disability in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity in any institution receiving federal financial assistance.” –Section 504 of the Rehabilitation Act of 1973.

Admissions

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions.

Prospective students with disabilities are not required to identify themselves to the Admissions Office or the Director of Accessibility and Accommodations. However, those interested in receiving academic accommodations are encouraged to meet with, or contact, the Director of Accessibility and Accommodations as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

To contact Center for Student Success Phone: 765-677-2257, Fax: 765-677-2140, or Email: ADArequest@indwes.edu. Center for Student Success, Indiana Wesleyan University 4201 S. Washington Street, Marion, IN 46953.

Student Address/Email Information

Change of Name and/or Address - A student's official academic record reflects the name, address, telephone number, and other information the student submitted at the time they applied to IWU. Students who desire to change this information in their academic record may submit a request to the Registrar's Office along with acceptable legal documentation supporting the request.

IWU Student Email Accounts - Upon acceptance, students are given an IWU student e-mail account. This is the only account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

DeVoe School of Business, Technology, & Leadership

The DeVoe School of Business, Technology, & Leadership supports the university mission to be a Christ-centered institution of higher education and challenges our students to develop character, strengthen their scholarship, and enhance their leadership abilities. The School offers dynamic programs that adapt to the changing nature of knowledge, such as the impact of globalization and technology on the business field. Through extensive curriculum development and program assessment processes, the School's intensive curriculum builds on the knowledge students bring to the classroom and helps shape them into lifelong learners. The School provides degree-oriented education opportunities to working adults when occupation and family responsibilities make it difficult to spend major blocks of time in residence on campus. With many of DeVoe School of Business, Technology, & Leadership alumni choosing to continue to reside in the communities served, the School's programs and graduates are a key component in workforce development.

ACBSP ACCREDITATION

The Accreditation Council for Business Schools and Programs (ACBSP) is a leading specialized business accreditation association committed to advancing excellence in business education worldwide and accredits programs at the associate, baccalaureate, master and doctorate levels. ACBSP evaluates aspects of leadership, strategic planning, relationships with stakeholders, faculty credentials, educational support and the quality of academic programs. Through their evaluation, ACBSP determines whether or not business programs offer an educational experience that is rigorous and committed to continuous

quality improvement. The DeVoe School of Business, Technology, & Leadership received initial ACBSP accreditation for the following programs in December 2018.

- Associate of Science with a major in Accounting
- Associate of Science with a major in Business
- Associate of Science with a major in Computer Information Technology
- Bachelor of Science with a major in Accounting
- Bachelor of Science with a major in Business Administration
- Bachelor of Science with a major in Business Administration and a specialization in Human Resources
- Bachelor of Science with a major in Management
- Bachelor of Science with a major in Management and a specialization in Human Resources
- Bachelor of Science with a major in Marketing and specializations in Marketing Analytics and Digital Media Business Strategies
- Master of Science with a major in Management and specializations in Policy and Organizational Change and Information Technology Management
- Master of Science with a major in Accounting and specializations in Financial Accounting, Public Accounting, and Managerial Accounting
- Master of Science with a major in Human Resource Management
- Master of Business Administration with a major in Business Administration
- Master of Business Administration with a major in Healthcare Administration

For other DeVoe School of Business, Technology, & Leadership programs that are not included in the list above, ACBSP requires all programs to be in existence for two years, have graduates, and demonstrate compliance with ACBSP standards before granting program accreditation.

The accounting programs offered by the DeVoe School of Business, Technology, & Leadership have also attained a separate accounting ACBSP accreditation. This separate distinction allows students graduating from these programs to undergo less scrutiny of transcripts and to be determined to have met the recommended requirements to sit for the Certified Public Accounting (CPA) examination.

Division of Business

Programs offered are:

- Undergraduate Certificates in:
 - Essential Business Practices (p. 366)
 - Healthcare Human Resources Management (p. 367)
 - Healthcare Leadership (p. 368)
 - Healthcare Marketing (p. 369)
 - Human Resource Management (p. 370)
 - Quality and Patient Safety (p. 371)
- Associate of Science degree with majors in:
 - Accounting (p. 372)
 - Business (p. 375)
 - Operations Management with Advanced Manufacturing Processes Specialization (p. 377)
 - Operations Management with Logistics Management Specialization (p. 379)

- Aviation Operations (p. 373)
- Professional Pilot (p. 381)
- Public Service and Management (p. 383)
- Bachelor of Science degree with majors in:
 - Accounting (p. 385)
 - Aviation Management (p. 387)
 - Business Administration (p. 389)
 - Business Administration with Human Resource Management Specialization (p. 391)
 - Global Security and Strategy Management (p. 392)
 - Healthcare Administration (p. 394)
 - Management (p. 396)
 - Management with Human Resource Management Specialization (p. 398)
 - Marketing with Digital Media Business Strategies Specialization (p. 399)
 - Marketing with Marketing Analytics Specialization (p. 401)
- Additionally, the following minors are available for bachelor degree students.
 - Accounting (p. 403)
 - Management (p. 403)
- Graduate Dual Degree programs in:
 - Master of Business Administration with a major in Project Management and Master of Science with a major in Management and specialization in Information Technology Management (p. 403)
 - Master of Science in Nursing with a major in Health Systems Leadership and a Master of Business Administration (p. 405)
- Master of Business Administration (MBA) with majors in:
 - Associate to MBA - Business Administration (p. 408)
 - Business Administration (p. 409)
 - Business Administration with Data Analytics Specialization (p. 410)
 - Healthcare Administration (p. 412)
 - Information Technology Management (p. 413)
 - Project Management (p. 414)
 - School Administration (Indiana) (p. 416)
- Master of Science Degree with majors in:
 - Associate to MS - Management
 - Associate to MS - Management with Information Technology Management Specialization (p. 422)
 - Associate to MS - Management with Policy and Organizational Change Specialization (p. 424)
 - Accounting with specializations in:
 - Financial Accounting (p. 426)
 - Managerial Accounting (p. 427)
 - Public Accounting (p. 428)

- Human Resource Management (p. 429)
- Management with specializations in:
 - Data Analytics (p. 430)
 - Healthcare Administration (p. 431)
 - Information Technology Management (p. 433)
 - Policy and Organizational Change (p. 434)
- Doctor of Business Administration with specializations in:
 - Data Analytics (p. 437)
 - Healthcare Administration (p. 439)
 - Information Systems (p. 441)
 - Management (p. 442)
 - Completion (p. 444)

IWU reserves the right to move students to another date, location, or online if less than eight students are registered at a particular location.

The curriculum will be completed in the order established by Indiana Wesleyan University. The university reserves the right to modify the curriculum as necessary.

Undergraduate Degree Programs

Undergraduate Certificate Programs

Undergraduate Certificate - Essential Business Practices

The Essential Business Practices Certificate is designed to equip students with foundational knowledge, skills, and abilities to engage in a variety of business practices. Key business practices and applications in personal financial management, business communications, management, software applications, and accounting functions will be addressed. Concepts and applications presented will integrate a biblical and ethical framework to guide students in business and personal decision-making processes. The certificate serves as a stackable credential that not only helps prepare learners for gainful employment but provides a pathway to the associate degree.

Upon completion of the program, students will be able to:

- Apply financial concepts to personal money management.
- Demonstrate foundational business communication skills.
- Apply business management principles to real-life business scenarios.
- Utilize software applications to manage business transactions and functions.
- Demonstrate the ability to perform basic accounting functions.
- Integrate a biblical and ethical framework that guides business and personal decision-making.

Admissions Requirements

- Proof of standard high school diploma, GED certification, or country equivalent.

Graduation Requirements

- Complete the 18 credit hours with a grade of at least a “C” in each course.
- Payment of all tuition and fees is required to receive certificate.

Undergraduate Certificate Essential Business Practices - Program of Study

Required Courses

Courses must be completed with a grade of "C" or higher.

GEN-111	Foundations of Lifelong Learning	3
BUS-105	Fundamentals of Contemporary Business	3
MGT-215	Introduction to Business Management	3
BUS-150	Personal Finance	3
ACC-203	Introduction to Accounting	3
	or	
BIS-225	Microsoft Office Applications	3
UNV-120	Career Development	3

Undergraduate Certificate - Healthcare Human Resource Management

The Healthcare Human Resource Management Certificate is designed to provide students with the prerequisite knowledge, skills, and abilities to engage in fundamental human capital practices in the healthcare industry, including: staffing, performance management, training and development, compensation and benefits, health and safety, credentialing and privileging, and the assessment of policies and procedures to ensure compliance with legal mandates and operational protocol. The application of virtuous business principles to human resource functions in healthcare settings is discussed throughout the course.

Upon completion of the program, students will be able to:

- Evaluate an organization's management practices to formulate responses to organizational change.
- Analyze total rewards practices and their impact on organizational strategy.
- Evaluate human resource management strategies in a healthcare setting to align with organizational goals.
- Illustrate the importance of credentialing and privileging of healthcare providers.
- Apply virtuous business principles to human resource functions in healthcare settings.

Admissions Requirements

- Accepted as a regular degree seeking student or as an unclassified student.
- Unclassified student requires proof of high school graduation or GED certification.

Transfer credit for certification requirements within the DeVoe School of Business, Technology, & Leadership, College of Adult and Professional Studies, may be granted as follows:

- Credit documented on an original transcript awarded by a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council on Higher Education Accreditation (CHEA) with a minimum grade of "C."
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.
- Up to 6 credit hours from a previously-awarded associate's degree or bachelor's degree may be applied to fulfill the requirements of an undergraduate certificate.

Assessed credit for certification requirements may be granted through IWU's assessment of prior learning process for the following:

- Corresponding coursework documented on a transcript/certification from a recognized national, state, county, or municipal training council or academy.

Graduation Requirements

- Completion of 12 credit hours.

- Minimum grade of “C” in each course.
- Payment of all tuition and fees is required to receive certificate.

Undergraduate Certificate - Healthcare Human Resource Management - Program of Study

Required Courses

Courses must be completed with a grade of "C" or higher.

MGT-432	Organizational Behavior	3
HCA-365	Human Resources in Healthcare	3
HRM-470	Managing Compensation and Benefits	3
HRM-490	Human Resource Development	3

Undergraduate Certificate - Healthcare Leadership

The healthcare industry needs leaders with an understanding of their individual leadership style and the macro environment within which they must operate. Students in the Healthcare Leadership Certificate program will pursue these goals through the examination of self and their perspectives on leadership, exploration of the U.S. healthcare policy development process, consideration of trends and issues in the healthcare industry from a strategic perspective, and utilization of the Pillars of Excellence model to examine ethical leadership and governance structures in highly reliable healthcare delivery organizations.

Upon completion of the program, students will be able to:

- Explore self-development as the foundation for effective leadership.
- Apply the Pillars of Excellence model to the governance and leadership of highly reliable healthcare organizations.
- Examine the impact of healthcare trends and issues on healthcare organizations’ people, performance, and policy.
- Describe the public policy development process that guides the delivery and financing of the U.S. healthcare system.
- Apply virtuous business concepts to leadership in the healthcare industry

Admissions Requirements

- Accepted as a regular degree seeking student or as an unclassified student.
- Unclassified student requires proof of high school graduation or GED certification.

Transfer credit for certification requirements within the DeVoe School of Business, Technology, & Leadership, College of Adult and Professional Studies, may be granted as follows:

- Credit documented on an original transcript awarded by a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council on Higher Education Accreditation (CHEA) with a minimum grade of "C."
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.
- Up to 6 credit hours from a previously-awarded associate’s degree or bachelor’s degree may be applied to fulfill the requirements of an undergraduate certificate.

Assessed credit for certification requirements may be granted through IWU’s assessment of prior learning process for the following:

- Corresponding coursework documented on a transcript/certification from a recognized national, state, county, or municipal training council or academy.

Graduation Requirements

- Completion of 12 credit hours.

- Minimum grade of “C” in each course.
- Payment of all tuition and fees is required to receive certificate.

Undergraduate Certificate - Healthcare Leadership - Program of Study

Required Courses

Courses must be completed with a grade of "C" or higher.

LDR-220	Developing the Self As Leader	3
HCA-340	Leading and Governing High Reliability Healthcare Organizations	3
HCA-430	Issues for Healthcare Administrators	3
HCA-410	U.S. Healthcare Policy	3

Undergraduate Certificate - Healthcare Marketing

Students in the Healthcare Marketing Certificate program will explore marketing as a strategic function of healthcare organizations. Through this program students will apply basic marketing principles to the healthcare industry, contrast strategies which utilize digital marketing, traditional marketing, and brand strategies, explore effective content communication strategies within marketing campaigns, and analyze the ways healthcare delivery models act as change agents in healthcare marketing. Additionally, students will examine a 360-degree marketing communication strategy designed to reach all healthcare stakeholders and apply virtuous business principles to marketing efforts in the healthcare environment.

Upon completion of the program, students will be able to:

- Apply basic marketing principles to the healthcare industry.
- Contrast traditional marketing, digital marketing, and branding strategies.
- Explore the effective use of audio, display, and content communication strategies within a marketing campaign.
- Analyze the various healthcare delivery models as change agents of healthcare marketing.
- Examine a 360-degree marketing communication strategy to reach all stakeholders.
- Apply virtuous business principles to marketing efforts in the healthcare environment.

Admissions Requirements

- Accepted as a regular degree seeking student or as an unclassified student.
- Unclassified student requires proof of high school graduation or GED certification.

Transfer credit for certification requirements within the DeVoe School of Business, Technology, & Leadership, College of Adult and Professional Studies, may be granted as follows:

- Credit documented on an original transcript awarded by a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council on Higher Education Accreditation (CHEA) with a minimum grade of "C."
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.
- Up to 6 credit hours from a previously-awarded associate's degree or bachelor's degree may be applied to fulfill the requirements of an undergraduate certificate.

Graduation Requirements

- Completion of 12 credit hours.
- Minimum grade of “C” in each course.
- Payment of all tuition and fees is required to receive certificate.

Undergraduate Certificate - Healthcare Marketing - Program of Study

Required Courses

Courses must be completed with a grade of "C" or higher.

MKG-421	Foundations of Marketing	3
MKG-359	Social Media Business Strategies	3
MKG-361	Social Media and Consumer Behavior	3
MKG-411	Healthcare Marketing	3

Undergraduate Certificate - Human Resource Management

The Human Resource Management (HRM) Certificate is designed to provide students with the prerequisite knowledge, skills, and abilities to engage in fundamental human capital practices in the workplace, including: staffing, performance management, training and development, compensation and benefits, health and safety, and the assessment of policies and procedures to ensure compliance with legal mandates and operational protocol. Students will participate in a variety of course activities to obtain Human Resource (HR)-specific foundational knowledge and the skills needed for situational judgment and decision making. The HRM Certificate program is stackable with other credentials, helps ready learners for gainful employment—including non-HR supervisory or management positions requiring primary HR competencies, and is preparatory for HR certification exams.

Upon completion of the program, students will be able to:

- Evaluate an organization's current leadership and management practices in order to formulate appropriate interventions in response to organizational challenges.
- Analyze total rewards practices and tactics for all employee groups and their impact on organizational strategy and values.
- Design appropriate human resource management strategies that enhance an organization's overall competitive advantage and aligns with organizational goals and values.
- Evaluate human resource management activities and programs to align with organizational needs and goals.
- Integrate a biblical framework that guides decision-making and problem-solving within the workplace.

Admissions Requirements

- Accepted as a regular degree seeking student or as an unclassified student.
- Unclassified student requires proof of high school graduation or GED certification.

Transfer credit for certification requirements within the DeVoe School of Business, Technology, & Leadership, College of Adult and Professional Studies, may be granted as follows:

- Credit documented on an original transcript awarded by a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council on Higher Education Accreditation (CHEA) with a minimum grade of "C."
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.
- Up to 12 credits may be transferred. Credits may apply to MGT-302, MGT-432, HRM-470, and HRM-490. Credits may not be applied to HRM-435 and HRM-494.

Assessed credit for certification requirements may be granted through IWU's assessment of prior learning process for the following:

- Corresponding coursework documented on a transcript/certification from a recognized national, state, county, or municipal training council or academy.

Graduation Requirements

- Completion of 18 semester hours.

- Minimum grade of “C” in each course.
- Payment of all tuition and fees is required to receive certificate.

Undergraduate Certificate Human Resource Management - Program of Study

Required Courses

Courses must be completed with a grade of "C" or higher.

MGT-302	Management and Leadership	3
MGT-432	Organizational Behavior	3
HRM-435	Human Resource Management	3
HRM-470	Managing Compensation and Benefits	3
HRM-490	Human Resource Development	3
HRM-494	Comprehensive Overview of Human Resource Management	3

Note: It is preferred that students take the courses in order as listed above. Importantly, students are required to take HRM-435, HRM-470, and HRM-490 before taking HRM-494.

Undergraduate Certificate - Quality and Patient Safety

The Quality and Patient Safety certificate is designed to prepare health professionals to lead organizational efforts to improve and monitor quality metrics, improve safety for both patients and staff, and drive change in the changing healthcare environment. Students will recognize the importance of team processes to both quality and safety efforts, learn to apply quality improvement tools, utilize data to drive improvement, connect patient safety practices and processes, and uses change management practice to guide improvement efforts. Virtuous business practices will be utilized to guide quality and patient safety practices.

Upon completion of the program, students will be able to:

- Recognize the role of team processes in quality and patient safety.
- Apply effective quality improvement tools to identified areas of need within healthcare organizations.
- Analyze available data to drive change within healthcare organizations.
- Relate practices and processes that may be used to improve safety in the healthcare environment.
- Illustrate the use of change management practices to guide improvement in healthcare organizations.
- Apply virtuous business practices to quality and patient safety practices in healthcare.

Admissions Requirements

- Accepted as a regular degree seeking student or as an unclassified student.
- Unclassified student requires proof of high school graduation or GED certification.

Transfer credit for certification requirements within the DeVoe School of Business, Technology, & Leadership, College of Adult and Professional Studies, may be granted as follows:

- Credit documented on an original transcript awarded by a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council on Higher Education Accreditation (CHEA) with a minimum grade of "C."
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.
- Up to 6 credit hours from a previously-awarded associate's degree or bachelor's degree may be applied to fulfill the requirements of an undergraduate certificate.

Graduation Requirements

- Completion of 12 credit hours.

- Minimum grade of “C” in each course.
- Payment of all tuition and fees is required to receive certificate.

Undergraduate Certificate - Quality and Patient Safety - Program of Study

Required Courses

Courses must be completed with a grade of "C" or higher.

LDR-385	Leading Groups and Teams	3
STA-320	Business Statistics	3
HCA-445	Patient Safety and Quality in Healthcare	3
HCA-440	Quality and Performance Management in Healthcare	3

Associate Degree Programs

AS - Accounting

The Associate of Science degree with a major in Accounting includes both accounting and general education courses. Students will gain fundamental skills needed for entry-level accounting positions and provides an excellent foundation for pursuing a Bachelor of Science degree with a major in Accounting or Business.

Upon completion of the program, students will be able to:

- Demonstrate ethical decision-making from a Christian worldview.
- Demonstrate a competency in the application of fundamental accounting and business principles.
- Develop foundational business and accounting analysis skills.
- Integrate a biblical framework that guides business and personal interactions.
- Demonstrate effective communication of ideas and facts.
- Apply information management skills to business decision-making.

Admission Requirements

The admission requirements for the associate degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of standard high school diploma or GED certification.

Transfer Credit Policy

Transfer credit for curriculum requirements for undergraduate programs within the DeVoe School of Business, Technology, & Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Associate degrees offered through the College of Adult and Professional Studies require a minimum of 15 credit hours of courses in the academic major to be taken at Indiana Wesleyan University.

No more than 75% of the requirements for an IWU undergraduate degree or certificate and no more than 50% of the coursework in the major may be satisfied by transfer.

Assessed credit for certification requirements may be granted through IWU's assessment of prior learning process for the following:

- Corresponding coursework documented on a transcript/certification from a recognized national, state, county, or municipal training council or academy.

Graduation Requirements

To graduate with an associate degree with a major in Accounting from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 60 hours.
- Completion of foundational requirements, specified general education requirements, and major requirements.
- Completion of 24 hours of general education requirements as specified (General Education Requirements (p. 328)).
- Completion of 33 hours in the major with a minimum G.P.A. of 2.0. Fifteen hours in the major must be completed at IWU.
- Cumulative GPA of 2.0 or higher.
- Payment of all tuition and fees is required to receive a diploma.

(p. 447)

Accounting (AS) - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Business Courses

BIS-225	Microsoft Office Applications	3
BUS-150	Personal Finance	3
BUS-105	Fundamentals of Contemporary Business	3
ECO-205	Introduction to Business Economics	3
BUS-230	Introduction to Business in a Global Environment	3
BUS-225	Introduction to Business Law	3

Accounting Courses

ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ACC-210	Using Spreadsheets in Accounting	3
ACC-220	Payroll Accounting and Taxation	3
ACC-230	Business Taxation	3

AS - Aviation Operations

The Associate of Science with a major in Aviation Operations degree readies graduates to serve as crew schedulers, aircraft dispatchers, and operational roles for those seeking employment as non-pilots in the commercial aviation field. The degree is appropriate for entry-level and mid-level leadership opportunities. Students earn their FAA Aircraft Dispatcher Certificate.

Upon completion of the program, students will be able to:

- Understand the industry ecosystem and regulations related to safe operations for various commercial air operations.
- Demonstrate risk management, decision-making, aeronautical knowledge, and dispatching skills to the standards of an FAA Aircraft Dispatcher certificate holder as described in 14 CFR Part 65, Subpart C.
- Develop ethical solutions for essential aviation operations using critical thinking.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Admission Requirements

The admission requirements for the associate degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of standard high school diploma or GED certification.
- Submission of all required items for the admissions process as outlined in the "application procedures" section of the application packet.

Transfer/Assessed Credit Policy

Transfer credit for degree requirements for undergraduate programs within the College of Adult and Professional Studies may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Associate programs offered through the College of Adult and Professional Studies require a minimum of 15 credit hours of courses in the academic major to be taken at Indiana Wesleyan University.
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.

Assessed credit for degree requirements may be granted through IWU’s assessment of prior learning process for the following:

- Corresponding coursework documented on a transcript/certification from a recognized national, state, county, or municipal training council or academy.
- Documentation of FAA Certificates and Ratings.

Additional Requirement for This Program

- Students should be prepared to pay additional course fees and meet all other legal and age requirements to take the FAA Aircraft Dispatcher Certificate Knowledge and Practical Exams. Certificate holders must also meet the minimum age and other legal requirements to exercise its privileges.

Graduation Requirements

To graduate with an associate degree with a major in Aviation Operations from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 60 semester hours.
- Completion of foundational requirements, specified General Education Requirements (p. 330), and major requirements.
- Cumulative GPA of 2.25 or higher.
- Completion of a minimum 15 hours (or 25%) of the degree requirements at Indiana Wesleyan University.
- Payment of all tuition and fees is required to receive a diploma.

(p. 447)

Aviation Operations (AS) - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Core Courses

SCI-205	Meteorology and Environmental Impact for Aviators (also meets General Education Requirement)	3
AVM-120	Introduction to Aviation Careers and Transportation	3
AVM-220	Aerodynamics and Aircraft Systems	3

AVM-225	Human Factors and Automation in Aviation	3
AVM-310	US and Global Aviation Operations	3
AVM-320	Aviation Safety and Management	3
AVP-231	Aircraft Dispatcher Foundations	3
AVP-232	Aircraft Dispatcher Practical Training	3
MGT-215	Introduction to Business Management	3
Electives		
	Electives (6-9)	6-9

AS - Business

The Associate of Science with a major in Business provides students with foundational level courses that will prepare them for a career in the field of business. Students will gain knowledge and develop skills through engaging courses designed with real-world perspectives and applications. Relevant business content and related issues in areas such as management, global business, marketing, and accounting will be addressed. This program of study is also designed to provide the foundation necessary for individuals desiring to pursue a baccalaureate degree in the business field. A biblical framework that guides ethical business decision-making and personal interactions will be highlighted throughout the program.

Upon completion of the program, students will be able to:

- Utilize foundational business analysis skills.
- Demonstrate an understanding of global perspectives.
- Demonstrate effective business communication skills.
- Perform basic accounting functions.
- Explain the primary functions of management.
- Describe the role of marketing in an organization's decision-making processes.
- Integrate a biblical framework that guides ethical business decision-making and personal interactions.

Admission Requirements

The admission requirements for the associate degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of standard high school diploma or GED certification.

Transfer Credit Policy

Transfer credit for curriculum requirements for undergraduate programs within the DeVoe School of Business, Technology, & Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Associate degrees offered through the College of Adult and Professional Studies require a minimum of 15 credit hours of courses in the academic major to be taken at Indiana Wesleyan University.

Graduation Requirements

To graduate with an Associate of Science degree with a major in Business from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 60 semester hours.

- Completion of foundational requirements, specified general education requirements, and core requirements.
- Completion of 24 hours of general education requirements as specified (General Education Requirements (p. 331))
- Cumulative GPA of 2.0 or higher.
- Completion of a minimum of 15 credit hours of core courses to be met at Indiana Wesleyan University.
- Payment of all tuition and fees is required to receive a diploma.

Business - Program of Study

AS - Foundational Course

GEN-111	Foundations of Lifelong Learning	3

Core Courses

BUS-105	Fundamentals of Contemporary Business	3
ECO-205	Introduction to Business Economics (also meets General Education Requirement)	3
BUS-225	Introduction to Business Law	3
MKG-220	Introduction to Marketing	3
BUS-230	Introduction to Business in a Global Environment	3
BIS-225	Microsoft Office Applications	3
ACC-203	Introduction to Accounting	3
MGT-215	Introduction to Business Management	3
BUS-150	Personal Finance	3
HRM-215	Introduction to Human Resources	3
UNV-120	Career Development	3
BUS-274	Applied Business Capstone	3

AS - Business (Ohio)

The Associate of Science with a major in Business provides students with foundational level courses that will prepare them for a career in the field of business. Students will gain knowledge and develop skills through engaging courses designed with real-world perspectives and applications. Relevant business content and related issues in areas such as management, global business, marketing, and accounting will be addressed. This program of study is also designed to provide the foundation necessary for individuals desiring to pursue a baccalaureate degree in the business field. A biblical framework that guides ethical business decision-making and personal interactions will be highlighted throughout the program.

Upon completion of the program, students will be able to:

- Utilize foundational business analysis skills.
- Demonstrate an understanding of global business perspectives.
- Demonstrate effective business communication skills.
- Perform basic accounting functions.
- Explain the primary functions of management.
- Describe the role of marketing in an organization's decision-making processes.
- Integrate a biblical framework that guides ethical business decision-making and personal interactions.

Admission Requirements

The admission requirements for the associate degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of standard high school diploma or GED certification.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business, Technology, & Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Associate degrees offered through the College of Adult and Professional Studies require a minimum of 15 credit hours of courses in the academic major to be taken at Indiana Wesleyan University.

Graduation Requirements

To graduate with an Associate of Science degree with a major in Business from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of foundational requirements, specified general education requirements, and major requirements.
- Cumulative GPA of 2.0 or higher.
- Payment of all tuition and fees is required to receive a diploma.

Business (Ohio Onsite Students) - Program of Study

Core Courses

GEN-111	Foundations of Lifelong Learning	3
ENG-140	College Writing	3
BUS-150	Personal Finance	3
BUS-105	Fundamentals of Contemporary Business	3
ENG-141	Research and Writing	3
COM-115	Introduction to Human Communication	3
MAT-118	Quantitative Reasoning	3
ECO-205	Introduction to Business Economics	3
BIL-102	New Testament Survey	3
HST-102	American History II	3
BUS-225	Introduction to Business Law	3
PSY-150	General Psychology	3
FINA-180	Humanities Fine Arts	3
HRM-215	Introduction to Human Resources	3
MAT-112	General Statistics	3
ACC-203	Introduction to Accounting	3
EAR-130	Earth Science	3
PHY-101	Physical Science of Everyday Phenomena	3
BUS-230	Introduction to Business in a Global Environment	3
BUS-274	Applied Business Capstone	3

AS - Operations Management - Advanced Manufacturing Processes Specialization

The Associate of Science with a major in Operations Management readies graduates in areas of planning, organizing, and leadership. Anchored in the liberal arts, students will examine operations, business, management, and communications.

This specialization will focus on the concepts and vocabulary that prepares learners to work in a variety of positions in the manufacturing sector. Learners will gain a specialized education in manufacturing processes, project management, production management, critical thinking, problem solving, advanced manufacturing techniques, and process safety. This specialization,

upon successful completion, will qualify for a Certificate of Applied Technical Related Studies completion from Bay Institute of Science and Engineering (BISE) that can also be applied toward the Department of Labor Journeypersons Certification.

Upon completion of the program, students will be able to:

- Write effectively using language that is context and audience appropriate.
- Integrate a biblical framework that guides business and personal interactions.
- Apply interpersonal skills in a business environment.
- Demonstrate problem-solving and critical thinking skills.
- Demonstrate a fundamental understanding of operations processes.
- Identify processes that are required to manufacture materials that are used for specific product applications.
- Demonstrate the basic principles of manufacturing processes and techniques.

Admission Requirements

The admission requirements for the associate degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of standard high school diploma or GED certification.
- Submission of all required items for the admissions process as outlined in the "application procedures" section of the application packet.

Transfer Credit Policy

Transfer credit for degree requirements for undergraduate programs within the College of Adult and Professional Studies may be granted as follows:

- Credit documented on a transcript awarded by a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council on Higher Education Accreditation (CHEA) with a minimum grade of "C."
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.

Assessed credit for degree requirements may be granted through IWU's assessment of prior learning process.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 hours.
- Completion of foundational, major, and specialization requirements as outlined in the program of study.
- Completion of 24 hours of general education requirements as specified (General Education Requirements (p. 328)).
- Completion of 33 semester hours in the major with a minimum GPA of 2.0. Fifteen hours must be completed at IWU.
- Cumulative GPA of 2.0 or higher.
- Payment of all tuition and fees is required to receive a diploma.

AS - Operations Management - Advanced Manufacturing Processes Specialization - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Operations, Business, Management, and Communication Courses

Students complete 9 credit hours in Operations, Business, Management, or Communication courses. IWU courses to select from include: (Recommended to take COM-209.)

Required

Required:

MGT-120	Operations Management	3
Choose 6 credits from the following:		
COM-209	Small Group Communication	3
HRM-175	Introduction to Supervision	3
HRM-215	Introduction to Human Resources	3
COM-115	Introduction to Human Communication	3
COM-280	Intercultural Communication	3
ECO-205	Introduction to Business Economics	3
MAT-100B	Statistics for Business Research and Data Analysis	3
UNV-181	Leading Change in the World	3

Advanced Manufacturing Processes Specialization Courses

Students in the Advanced Manufacturing Processes (AMP) Specialization complete 21 credit hours.

AMP-110	Mechanical Engineering Blueprint Reading	3
AMP-120	Manufacturing Materials and Procedures	3
AMP-130	Concepts of Machined Engineered Products	3
AMP-140	Computer Numerical Controlled Machining	3
AMP-200	Theories of Applied Measurements	3
AMP-210	Principles of Numerical Applications	3
AMP-220	Product Production Systems	3

Capstone Course

MGT-290	Operations Management Capstone	3

AS - Operations Management - Logistics Management Specialization

The Associate of Science with a major in Operations Management readies graduates for functional areas of operations to include planning, organizing, and leadership. Anchored in the liberal arts, students will examine operations, business, management, and communications.

This specialization will emphasize the concepts required to engage in domestic and international transportation and logistics, and is focused on the student's understanding of the roles and opportunities within different organizations. Critical thinking skills will be emphasized to help students strengthen their understanding of the various elements of logistics, such as transportation, warehousing, Material Resource Planning (MRP), purchasing, and acquisition management.

Upon completion of the program, students will be able to:

- Write effectively using language that is context and audience appropriate.
- Integrate a biblical framework that guides business and personal interactions.
- Apply interpersonal skills in a business environment.
- Demonstrate problem-solving and critical thinking skills.
- Demonstrate a fundamental understanding of operations processes.
- Describe the basic principles of logistics and transportation.
- Apply a basic understanding of various areas of logistics.

Admission Requirements

The admission requirements for the associate degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of standard high school diploma or GED certification.
- Submission of all required items for the admissions process as outlined in the "application procedures" section of the application packet.

Transfer Credit Policy

Transfer credit for degree requirements for undergraduate programs within the College of Adult and Professional Studies may be granted as follows:

- Credit documented on a transcript awarded by a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council on Higher Education Accreditation (CHEA) with a minimum grade of "C."
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.

Assessed credit for degree requirements may be granted through IWU's assessment of the prior learning process.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 hours.
- Completion of foundational, major, and specialization requirements as outlined in the program of study.
- Completion of 24 hours of general education requirements as specified (General Education Requirements (p. 328)).
- Completion of 33 hours in the major with a minimum GPA of 2.0. Fifteen hours in the major must be completed at IWU.
- Cumulative GPA of 2.0 or higher.
- Payment of all tuition and fees is required to receive a diploma.

AS - Operations Management - Logistics Management Specialization - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Operations, Business, Management, and Communication Courses

Students must complete 9 credit hours in Operations, Business, Management, or Communication courses. IWU course to select from include: (Recommended to take COM-209.)

	Required	Required:
MGT-120	Operations Management	3
	Choose 6 credits from the following:	
COM-209	Small Group Communication	3
HRM-175	Introduction to Supervision	3
HRM-215	Introduction to Human Resources	3
COM-115	Introduction to Human Communication	3
COM-280	Intercultural Communication	3
ECO-205	Introduction to Business Economics	3
MAT-100B	Statistics for Business Research and Data Analysis	3
UNV-181	Leading Change in the World	3

Logistics Management Specialization Courses

Students must complete all LOG courses and may select either BUS-105 or BIS-225 to reach the required 21 credit hours for the specialization.

BUS-105	Fundamentals of Contemporary Business	3
	or	
BIS-225	Microsoft Office Applications	3

LOG-105	Principles of Logistics and Supply Chain Management	3
LOG-120	Introduction to Procurement and Contracting	3
LOG-200	Production and Operation Interface	3
LOG-210	Fundamentals of Warehouse Management	3
LOG-220	Global Supply Chain Management	3
LOG-230	Transportation in Supply Chain Management	3
Capstone Course		
MGT-290	Operations Management Capstone	3

AS - Professional Pilot

The Associate of Science with a major in Professional Pilot degree readies graduates for careers as professional aviation pilots or flight instructors. The program prepares students to earn the Federal Aviation Administration (FAA) Commercial Pilot Certificate, with Single-Engine Land class rating. In addition, graduates will attain an Instrument Rating. AVP-211 Certified Flight Instructor Knowledge, AVP-212 Certified Flight Instructor Flight Training, and AVP-213 Certified Flight Instructor Instrument Training are recommended elective courses.

Upon completion of the program, students will be able to:

- Apply leadership principles related to safely operating an aircraft in various commercial operations.
- Demonstrate risk management, decision-making, aeronautical knowledge, and piloting skills to the Airman Certification Standards (ACS) for a Commercial Pilot as described by the Federal Aviation Administration.
- Demonstrate risk management, decision-making, aeronautical knowledge, and piloting skills to the Airman Certification Standards (ACS) for an instrument-rated pilot as described by the Federal Aviation Administration.
- Integrate a biblical framework that guides business and personal interactions.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Admission Requirements

The admission requirements for the associate degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of standard high school diploma or GED certification.
- Submission of all required items for the admissions process as outlined in the "application procedures" section of the application packet.
- All prospective students must be interviewed and approved by the program director or designee.
- Students must agree to and sign the university's Aviation Program Waiver of Liability Document.
- Students must agree to understand and follow the most current version of the university's Aviation Pilot Student Handbook.

In addition, the following Federal Aviation Administration (FAA) requirements will apply:

- Be at least 17 years of age to enter the program.
- Be at least 17 years of age for the Private Pilot Certificate.
- Be at least 18 years of age for the Commercial Pilot Certificate.
- Be able to read, speak, write, and understand the English language*.
- Complete verification requirements as required by the Transportation Safety Association (TSA), including presenting either of the following: original Passport or original birth-certificate and government-issued photo identification.

- Hold either a First-Class or Second-Class FAA Medical Certificate.

*The “speak” can be satisfied in the interview by the program director, and for international students, the “read” and “write” can be satisfied by a minimum TOEFL score of 79.

Transfer/Assessed Credit Policy

Transfer credit for degree requirements for undergraduate programs within the College of Adult and Professional Studies may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Associate programs offered through the College of Adult and Professional Studies require a minimum of 15 credit hours of courses in the academic major to be taken at Indiana Wesleyan University.
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.

Assessed credit for degree requirements may be granted through IWU’s assessment of prior learning process for the following:

- Corresponding coursework documented on a transcript/certification from a recognized national, state, county, or municipal training council or academy.
- Documentation of FAA Certificates and Ratings.

Additional Requirement for This Program

- Students should purchase various piloting devices to perform the functions of a pilot such as a flight computer, current aeronautical charts, headset, etc.
- Students who need more flight training time beyond the budget for each course must add funds to their account to continue their training.

Graduation Requirements

To graduate with an associate degree with a major in Professional Pilot from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 60 semester hours.
- Completion of foundational requirements, specified general education requirements and major requirements.
- Students must maintain a “B” grade in all AVP courses. Failure to maintain the appropriate academic progress may result in suspension from the program.
- Cumulative GPA of 2.25 or higher.
- Completion of 24 hours of general education requirements as specified (General Education Requirements (p. 334)).
- Payment of all tuition and fees is required to receive a diploma.
- FAA Commercial Certificate with Single or Multi-Engine Land Class Rating.
- FAA Instrument Rating.

(p. 447)

Professional Pilot (AS) - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Core Courses

AVM-120	Introduction to Aviation Careers and Transportation	3
AVP-101	Private Pilot Knowledge	3

AVP-102	Private Pilot Flight Training - Accelerated	6
AVP-111	Instrument Pilot Knowledge	3
AVP-112	Instrument Pilot Flight Training - Accelerated	6
AVP-201	Commercial Pilot Knowledge	3
AVP-202	Commercial Pilot Flight Training I	3
AVP-203	Commercial Pilot Flight Training II	3
Electives		
	Electives	9

AS - Public Service and Management

The Associate of Science degree with a major in Public Service and Management graduate will be prepared to lead people and manage organizations in a wide variety of career fields - from corporate settings to public service. Anchored in the liberal arts students will examine fundamental elements of management, public service, leadership, and communications.

- **First Responder Track** - Students will capitalize on the courses and experience of assessed credit from a law enforcement or fire academy, first responder, or a recognized national, state, county, or municipal training council academy transcript/certification.
- **Military Track** - Students will capitalize on the courses and experience of transfer credit from Military Occupation Specialties (MOS), Naval Ratings and the Navy Enlisted Classification System (NEC) system, Air Force Specialty Codes (AFSC) on a Joint Services Transcript (JST), Community College of the Air Force (CCAF) transcript, or Coast Guard Ratings.

Upon completion of the program, students will be able to:

- Analyze issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- Write clearly and effectively using language that is context and audience appropriate.
- Apply humanistic and artistic knowledge to analyze creative thought and forms of expression.
- Integrate a biblical framework into plans for personal and professional character development.
- Solve quantitative problems from a variety of authentic contexts presented in a variety of formats.
- Apply personnel management skills to business challenges.
- Analyze the impact of globalization on economics, politics, and national security.
- Describe the value of public service to the broader community.

Admission Requirements

The admission requirements for this associate degree program are as follows:

Military Track

- Available only to qualified military students.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 6 transferable credit hours as listed on a JST or CCAF transcript for training received in any Military Occupation Specialty (MOS), Naval ratings and designators used along with the Navy Enlisted Classification (NEC) system, Air Force Specialty Codes (AFSC), and Coast Guard Ratings.

First Responder Track

- Available only to qualified First Responder students.

- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 6 credit hours granted for a law enforcement, fire academy, first responder, or emergency medical personnel either through IWU's prior learning assessment or as evidenced on an official transcript from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

Transfer/Assessed Credit Policy

Transfer credit for degree requirements for undergraduate programs within the College of Adult and Professional Studies may be granted as follows:

- Credit documented on a transcript awarded by a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.

Assessed credit for degree requirements may be granted through IWU's assessment of prior learning process for the following:

- Coursework documented on a transcript/certification from a law enforcement or fire academy, first responder, or a recognized national, state, county, or municipal training council or academy.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 hours.
- Completion of foundational, major and general education requirements as outlined in the program of study.
- Completion of 24 hours of general education requirements as specified (General Education Requirements (p. 328)).
- Completion of 27 hours in the major with a minimum GPA of 2.0.
- To meet the residency requirement, 15 semester hours must be completed at IWU.
- Cumulative GPA of 2.0 or higher.
- Payment of all tuition and fees is required to receive a diploma.

Public Service and Management (AS) - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Business, Management, and Communication Courses

Must complete 12 credit hours in Business, Management, or Communication courses: IWU courses to select from include:

BUS-105	Fundamentals of Contemporary Business	3
HRM-175	Introduction to Supervision	3
HRM-215	Introduction to Human Resources	3
MGT-215	Introduction to Business Management	3
COM-115	Introduction to Human Communication	3
COM-209	Small Group Communication	3
COM-280	Intercultural Communication	3
ECO-205	Introduction to Business Economics	3
UNV-181	Leading Change in the World	3

Public and National Security Courses

Must complete 12 credit hours in Political Science or Public and National Security courses: IWU courses to select from include:

BUS-230	Introduction to Business in a Global Environment	3
CRJ-181	Introduction to Criminal Justice	3
CRJ-202	Introduction to Corrections	3
CRJ-268	Crisis Intervention	3
CRJ-270	Homeland Security	3
CRJ-318	Criminal Procedures	3
POL-100	American Government	3
POL-215	Foundations of Political Science	3
POL-230	World Politics	3
POL-232	Comparative Politics	3

Capstone

LDR-270	Public Service and Management Capstone	3

Occupational Studies

Military Credits	6
or	
First Responder Credits	6

Bachelor Degree Programs

BS - Accounting

The Bachelor of Science degree with a major in Accounting is an academic program designed for working professionals employed in public or private organizations who are interested in completing a baccalaureate degree focusing on accounting theory, taxation, and auditing.

Upon completion of the program, students will be able to:

- Demonstrate an understanding of decision making from a Christian worldview.
- Demonstrate knowledge of current accounting principles, tax law, current auditing standards, and the use of accounting information by management.
- Develop critical thinking, problem solving, and communication skills.
- Apply accounting theory in a practical manner.
- Demonstrate technology skills necessary to solve accounting problems.

The first two courses, ACC-201 (Accounting Principles I) and ACC-202 (Accounting Principles II), are provided to those who wish to meet minimum credit hour entrance requirements and as optional refresher courses for those entering the program. The core program focuses on accounting theory emphasizing analytical skills, practical application, and problem solving. Accounting, taxation, and auditing issues faced by managers in a variety of business organizations are also addressed. The accounting curriculum is designed to provide working business professionals with the skills and knowledge necessary to transition into or advance within the general field of accounting.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Note: This degree provides an excellent foundation for students who anticipate pursuing their CPA certification. The courses offered in this program give broad coverage of all the major areas of competency needed to sit for the CPA exam. However, students will need to check with their state licensing board of accountancy for the specific requirements needed to make

application to take the CPA examination. States require different application credentials and specifications, and Indiana Wesleyan University makes no promises, express or implied, that this degree alone will qualify graduates to sit for the CPA examination in any state.

Additionally, students will likely need to take a CPA review course (at their own expense) once they have completed the degree at Indiana Wesleyan University. Students cannot realistically expect to complete this degree at Indiana Wesleyan and immediately pass the CPA examination without first taking a CPA review course that prepares them for the intricate and specific questions that might appear on the CPA exam. It is up to each student to make arrangements to enroll in a CPA review course provided by the state in which the student plans to sit for the CPA examination. Indiana Wesleyan does not provide a CPA review course (or any licensing or continuing education courses) as part of the BS - Accounting program.

A minor in Accounting is available to a bachelor degree seeking student in the College of Adult and Professional Studies.

Admission Requirements

The admission requirements for Bachelor of Science degree with a major in Accounting offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.
- Evidence of knowledge equivalent to one semester of coursework in mathematics or statistics by meeting one of the following options:
 - Transferring in a mathematics or statistics course from another institution.
 - Taking a mathematics or statistics course from Indiana Wesleyan University.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business, Technology, & Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Accounting from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma.

Accounting (BS) - Program of Study

Prerequisite Courses

(must be completed before starting the core program)

ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3

Core Courses

MGT-302	Management and Leadership	3
FIN-210	Managerial Finance	3
ACC-311	Intermediate Financial Accounting and Reporting I	3
ACC-312	Intermediate Financial Accounting and Reporting II	3
ECO-330	Applied Microeconomics for Business	3
ADM-447	Business Law	3
ACC-341	Managerial Cost Accounting I	3
ACC-430	Accounting Ethics	3
ACC-423	Auditing	3
ADM-448	Strategic Planning	3
ACC-451	Advanced Accounting	3
ACC-371	Federal Income Tax I	3
ACC-372	Federal Income Tax II	3
ACC-491	Accounting Information Systems	3

BS - Aviation Management

The Bachelor of Science with a major in Aviation Management degree readies graduates for careers as professional aviation pilots, flight instructors, or management positions with the aviation industry. The program prepares students to earn the Federal Aviation Administration (FAA) Commercial Pilot Certificate, with Single-Engine Land class rating. In addition, graduates will attain an Instrument Rating. The Certified Flight Instructor (Airplane), Certified Flight Instructor-Instrument and Multi-Engine Rating elective courses.

Upon completion of the program, students will be able to:

- Apply leadership principles related to safely operating an aircraft in various commercial operations.
- Reflect on their experience of applying their knowledge and skills in the aviation industry.
- Apply relevant technologies to manage changing business conditions.
- Develop ethical solutions for business management opportunities using critical thinking.
- Demonstrate risk management, decision-making, aeronautical knowledge, and piloting skills to the Airman Certification Standards (ACS) for a Commercial Pilot as described by the Federal Aviation Administration.
- Demonstrate risk management, decision-making, aeronautical knowledge, and piloting skills to the Airman Certification Standards (ACS) for an instrument-rated pilot as described by the Federal Aviation Administration.
- Integrate a biblical framework that guides interactions in the aviation industry.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Admission Requirements

The admission requirements for the Bachelor of Science degree with a major in Aviation Management offered through the College of Adult and Professional Studies are as follows:

- Proof of standard high school diploma or GED certification.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Possession of a valid Private Pilot Certificate or higher.
- All prospective students must be interviewed and approved by the program director or designee.
- Students must agree to and sign the university's Aviation Program Waiver of Liability Document.

- Submission of all other required documents and admissions approval by the program director.

In addition, the following Federal Aviation Administration (FAA) requirements will apply:

- Be at least 17 years of age to enter the program.
- Be at least 17 years of age for the Private Pilot Certificate.
- Be at least 18 years of age for the Commercial Pilot Certificate.
- Be able to read, speak, write, and understand the English language*.
- Complete verification requirements as required by the Transportation Safety Association (TSA), including presenting either of the following: original Passport or original birth-certificate and government-issued photo identification.
- Hold either a First-Class or Second-Class FAA Medical Certificate.

*The “speak” can be satisfied in the interview by the program director, and for international students, the “read” and “write” can be satisfied by a minimum TOEFL score of 79.

Transfer/Credit Policy

Transfer credit for degree requirements for undergraduate programs within the College of Adult and Professional Studies may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of “C”.
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.

Assessed credit for degree requirements may be granted through IWU’s assessment of prior learning process for the following:

- Corresponding coursework documented on a transcript/certification from a recognized national, state, county, or municipal training council or academy.
- Documentation of FAA Certifications and Ratings.

Additional Requirements for This Program

- Students should purchase various piloting devices to perform the functions of a pilot such as a flight computer, current aeronautical charts, headset, etc.
- Students who need more flight training time beyond the budget for each course must add funds to their account to continue their training.

Graduation Requirements

To graduate with a baccalaureate degree major in Aviation Management from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required core requirements with a GPA of 2.25 or higher.
- Students must maintain a “B” grade in all AVP courses. Failure to maintain the appropriate academic progress may result in suspension from the program.
- Cumulative GPA of 2.25 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma.
- FAA Commercial Certificate with Single or Multi-Engine Land Class Rating.

- FAA Instrument Rating.

(p. 447)

Aviation Management (BS) - Program of Study

Core Courses

Students must maintain a “B” grade in all AVP courses.

GEN-111	Foundations of Lifelong Learning	3
SCI-205	Meteorology and Environmental Impact for Aviators (also meets General Education Requirement)	3
AVP-111	Instrument Pilot Knowledge	3
AVP-112	Instrument Pilot Flight Training - Accelerated	6
AVP-201	Commercial Pilot Knowledge	3
AVP-202	Commercial Pilot Flight Training I	3
AVP-203	Commercial Pilot Flight Training II	3
AVM-120	Introduction to Aviation Careers and Transportation	3
AVM-220	Aerodynamics and Aircraft Systems	3
AVM-225	Human Factors and Automation in Aviation	3
AVM-310	US and Global Aviation Operations	3
AVM-320	Aviation Safety and Management	3
AVM-330	Aviation Regulations and Laws	3
AVM-410	Aviation Practicum	3
MGT-302	Management and Leadership	3
COM-325	Communication in Business	3
ADM-310	Applied Technology for Managers	3
MKG-421	Foundations of Marketing	3
MGT-460	International Issues in Business	3
ECO-310	Economic Principles for Managers	3
ACC-310	Accounting Decisions for Managers	3
FIN-310	Financial Decisions for Managers	3
HRM-435	Human Resource Management	3
AVM-450	Applied Aviation Management Project	3

BS - Business Administration

Students in the Bachelor of Science with major in Business Administration program will evaluate strategic solutions to organizational issues within diverse business and economic situations applying critical thinking, financial and managerial knowledge. Multiple communication media and technologies will be evaluated to design appropriate business strategies for organizational and global business conditions. Students will integrate biblical principles and generate ethical solutions to business challenges.

Upon completion of the program, students will be able to:

- Evaluate an organization’s current situation and formulate an appropriate strategy in response to organizational challenges.
- Integrate appropriate financial and quantitative methods to provide solutions within diverse global business and economic environments.
- Design appropriate strategies using multiple communication media to meet organizational goals.
- Apply appropriate technologies to meet changing business conditions.

- Develop ethical solutions for business opportunities using critical thinking.
- Integrate a biblical framework that guides interaction within the workplace.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

The admission requirements for Bachelor of Science degree with a major in Business Administration offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business , Technology, & Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Business Administration from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma. (p. 449)

(p. 449)

Business Administration - Program of Study

Core Courses

MGT-302	Management and Leadership	3
COM-325	Communication in Business	3
ADM-310	Applied Technology for Managers	3
MGT-445	Ethical and Legal Business Concepts	3
MKG-421	Foundations of Marketing	3
MGT-460	International Issues in Business	3
MGT-451	Quality and Project Decision-Making for Managers	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
STA-320	Business Statistics	3
ECO-330	Applied Microeconomics for Business	3

ECO-331	Applied Macroeconomics for Business	3
FIN-210	Managerial Finance	3
ADM-495	Seminar in Business	3

BS - Business Administration - Human Resource Management Specialization

Students in the Bachelor of Science with major in Business Administration and a specialization in Human Resource Management program will evaluate strategic solutions to organizational issues within diverse business and economic situations applying critical thinking, financial and managerial knowledge. Multiple communication media and technologies will be evaluated to design appropriate business strategies for organizational and global business conditions. Students will integrate biblical principles and generate ethical solutions to business challenges. The HR Specialization aligns with the recommended requirements for HR degree programs as outlined in the Society of Human Resource Management curriculum guidebook and templates.

Upon completion of the program, students will be able to:

- Evaluate an organization's current situation and formulate an appropriate strategy in response to organizational challenges.
- Integrate appropriate financial and quantitative methods to provide solutions within diverse global business and economic environments.
- Design appropriate strategies using multiple communication media to meet organizational goals.
- Apply appropriate technologies to meet changing business conditions.
- Develop ethical solutions for business opportunities using critical thinking.
- Integrate a biblical framework that guides interaction within the workplace.
- Demonstrate the knowledge, skills, and abilities required of a human resource professional.
- Demonstrate an alignment of knowledge and skills with Society of Human Resource Management (SHRM) standards for human resources professionals.
- Evaluate readiness for the SHRM certification exams.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

The admission requirements for Bachelor of Science degree with a major in Business Administration offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business, Technology, & Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Business Administration and a specialization in Human Resource Management from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma. (p. 449)

(p. 449)

Business Administration - HR Specialization - Program of Study

Core Courses

MGT-302	Management and Leadership	3
COM-325	Communication in Business	3
ADM-310	Applied Technology for Managers	3
MGT-445	Ethical and Legal Business Concepts	3
MKG-421	Foundations of Marketing	3
MGT-460	International Issues in Business	3
MGT-451	Quality and Project Decision-Making for Managers	3
ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
STA-320	Business Statistics	3
ECO-330	Applied Microeconomics for Business	3
ECO-331	Applied Macroeconomics for Business	3
FIN-210	Managerial Finance	3
ADM-495	Seminar in Business	3

Specialization Courses - Human Resource Management

*NOTE: Students must take HRM-435 (p. **Error! Bookmark not defined.**), HRM-490 (p. **Error! Bookmark not defined.**), HRM-470 (p. **Error! Bookmark not defined.**), and HRM-494 (p. **Error! Bookmark not defined.**) prior to taking ADM-495.*

HRM-435	Human Resource Management	3
HRM-470	Managing Compensation and Benefits	3
HRM-490	Human Resource Development	3
HRM-494	Comprehensive Overview of Human Resource Management	3

BS - Global Security and Strategy Management

The Bachelor of Science degree in Global Security and Strategy Management will prepare students to lead people and strategically manage policies and processes regarding global security in both the public and private sector. Anchored in the liberal arts, students will examine fundamental elements of global security, strategy, management, and leadership. Service members and veterans may capitalize on their military experience and transfer credits from Military Occupation Specialties (MOS), Naval Ratings and the Navy Enlisted Classification System (NEC) system, and Air Force Specialty Codes (AFSC) on a Joint Services Transcript (JST), Community College of the Air Force (CCAF) transcript, or Coast Guard Ratings. Students will integrate an ethical framework in decision-making and strategy development. The program also offers its graduates the opportunity to utilize IWU's credit cross over policy to achieve advanced standing toward a Master of Science with a major in Management, Master of Business Administration, or Master of Arts with a major in Organizational Leadership.

.Upon completion of the program, students will be able to:

- Analyze the key components of effective leadership within the context of personal, team, and organizational dynamics.
- Describe the primary theoretical, political, religious, and organizational structures that compose the international relations and global security landscape.
- Evaluate the global security landscape relating to transnational safety and security issues.
- Formulate appropriate management strategies in response to organizational challenges.
- Employ appropriate financial and quantitative methodologies to generate solutions within a diverse global environment.
- Apply global security and strategy management principles and concepts to complex problems.
- Integrate an ethical framework in decision-making and strategy development

Admission Requirements

The admission requirements for the Bachelor of Science degree with a major in Global Security and Strategy Management offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer/Assessed Credit Policy

Transfer credit for degree requirements for undergraduate programs within the College of Adult and Professional Studies may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.

Assessed credit for degree requirements may be granted through IWU's assessment of prior learning.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Global Security and Strategy Management from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma.

Global Security and Strategy Management (BS) - Program of Study

Prerequisite Course

MGT-302	Management and Leadership	3

Global Security Courses

Students complete 18 credit hours in Global Security (including Criminal Justice and Political Science) courses. IWU courses to select from include:

POL-340	Intelligence and National Security	3

POL-480	Culture, Religion, and Security	3
POL-440	Foundations of Military Strategy	3
POL-450	Foundations of Geopolitics	3
CRJ-464	Cybercrime	3
POL-430	Cyberwarfare	3
POL-455	International Relations Theory	3
POL-460	U.S. Foreign Policy	3

Strategy, Management, Leadership Courses

Students complete 18 credit hours in Strategy, Management or Leadership courses. IWU courses to select from include:

MGT-460	International Issues in Business	3
MGT-432	Organizational Behavior	3
FIN-310	Financial Decisions for Managers	3
MGT-445	Ethical and Legal Business Concepts	3
ECO-310	Economic Principles for Managers	3
LDR-205	Introduction to Leading	3
LDR-305	Ethics and Decision-Making for Leaders	3
LDR-365	Foundations of Organizational Behavior	3

Capstone Course

MGT-497	Strategy Management	3

Upper Division Requirement

12 hours in the major must be upper-level (300-400 level courses).

BS - Healthcare Administration

Students in the Bachelor of Science degree with a major in Healthcare Administration program evaluate solutions and strategies for complex problems and opportunities within the healthcare industry, evaluate personal management capabilities and design a plan for lifelong growth, and integrate critical analysis of data and information to ensure organizational success. Students will assess technologies for implementation in healthcare organizations, create appropriate communication strategies to achieve organizational goals, and integrate a biblical framework into the practice and standards that guides interactions within the healthcare industry. Students will have the opportunity to earn certificates in the areas of Healthcare Leadership, Quality and Patient Safety, Healthcare Marketing, and Healthcare Human Resource Management.

Upon completion of the program graduates will be able to:

- Evaluate solutions and strategies for complex problems and opportunities within the healthcare industry.
- Evaluate personal management capabilities and design a plan for lifelong growth.
- Integrate critical analysis of data and information to ensure organizational success.
- Assess technologies for implementation in healthcare organizations.
- Create appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework into the practice and standards that guides interactions within the healthcare industry.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

The admission requirements for Bachelor of Science degree with a major in Healthcare Administration offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.

- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business, Technology, & Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Additional Requirements

Students must complete the Healthcare Administration Essentials I and II and either complete two certificates or 24 credits from the certificate areas.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Healthcare Administration from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required major (core and certificate courses) with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma. (p. 449)

Healthcare Administration - Program of Study

Healthcare Administration Essentials I Courses

Required Courses

HCA-310	Healthcare Management and Leadership	3
HCA-315	Healthcare Delivery Systems	3
BIS-225	Microsoft Office Applications	3
HCA-420	Healthcare Reimbursement Systems	3

Healthcare Administration Essentials II Courses

Required Courses

HCA-330	Technology and Information Systems for Health Care	3
HCA-425	Managerial Epidemiology and Statistics for Health Administrators	3
HCA-345	Healthcare Ethics and Law	3
HCA-490	Capstone Project for Healthcare Administrators	3

Healthcare Leadership Certificate Courses

Students may register for Certificate Courses after successful completion of Healthcare Administration Essentials I. The total program credit hours must equal at least 48.

LDR-220	Developing the Self As Leader	3

HCA-340	Leading and Governing High Reliability Healthcare Organizations	3
HCA-410	U.S. Healthcare Policy	3
HCA-430	Issues for Healthcare Administrators	3

Quality and Patient Safety Certificate Courses

Students may register for Certificate Courses after successful completion of Healthcare Administration Essentials I. The total program credit hours must equal at least 48.

LDR-385	Leading Groups and Teams	3
STA-320	Business Statistics	3
HCA-440	Quality and Performance Management in Healthcare	3
HCA-445	Patient Safety and Quality in Healthcare	3

Healthcare Marketing Certificate Courses

Students may register for Certificate Courses after successful completion of Healthcare Administration Essentials I. The total program credit hours must equal at least 48.

MKG-421	Foundations of Marketing	3
MKG-359	Social Media Business Strategies	3
MKG-361	Social Media and Consumer Behavior	3
MKG-411	Healthcare Marketing	3

Healthcare Human Resource Management Certificate Courses

Students may register for Certificate Courses after successful completion of Healthcare Administration Essentials I. The total program credit hours must equal at least 48.

MGT-432	Organizational Behavior	3
HCA-365	Human Resources in Healthcare	3
HRM-470	Managing Compensation and Benefits	3
HRM-490	Human Resource Development	3

BS - Management

The Bachelor of Science degree with a major in Management emphasizes skill development in business management. This includes analysis and problem solving, the application of global perspectives, the identification of appropriate methods of communication, the application of relevant technologies, and developing ethical solutions using critical thinking. All skills are examined within a biblical framework.

This program is also offered in a competency-based modality and is designed so students can progress through the program at their own pace. Students in this program will be required to demonstrate their competency in workplace skills that emphasize communication, teamwork, critical analysis, problem solving, the application of global perspectives, the application of relevant technologies and developing ethical solutions. A series of summative assessments will be used in the program to gauge students' level of competency for each course and program outcome along with the associated workplace skill. All outcomes and workplace skills are examined within a biblical framework.

Upon completion of the program, students will be able to:

- Develop business analysis and problem solving skills in planning, organizing, controlling, and leading as they relate to business management.
- Apply global management perspectives to critical business decisions.
- Identify appropriate business management communication methods to reach diverse audiences in business environments.
- Apply relevant technologies to manage changing business conditions.
- Develop ethical solutions for business management opportunities using critical thinking.
- Integrate a biblical framework that guides interaction within the workplace.

A minor in Management is available to a bachelor degree seeking student in the College of Adult and Professional Studies.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Admission Requirements

The admission requirements for Bachelor of Science degree with a major in Management offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.
- Competency-Based students
 - Submission of a resume that documents a minimum of three-years supervisory and managerial experience. This experience must focus on a role in managing others. Experience may be in a paid or volunteer position and can be performed in a variety of institutions and organizations including (but not limited to): business, non-profit, civic, educational, medical, religious or government.
 - The successful completion of the CBE-BSM Student Orientation.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business, Technology, & Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Management from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma.

Management - Program of Study

Core Courses

MGT-302	Management and Leadership	3
COM-325	Communication in Business	3
ADM-310	Applied Technology for Managers	3
MGT-445	Ethical and Legal Business Concepts	3
MKG-421	Foundations of Marketing	3
MGT-460	International Issues in Business	3
MGT-451	Quality and Project Decision-Making for Managers	3
MGT-450	Negotiation/Conflict Resolution	3
ECO-310	Economic Principles for Managers	3

ACC-310	Accounting Decisions for Managers	3
MGT-432	Organizational Behavior	3
FIN-310	Financial Decisions for Managers	3
HRM-435	Human Resource Management	3
MGT-496	Applied Management Project	3

BS - Management - Human Resource Management Specialization

The Bachelor of Science degree with a major in Management with a specialization in Human Resource Management stresses skill development in business management. This includes analysis and problem solving, the application of global perspectives, the identification of appropriate methods of communication, the application of relevant technologies, and developing ethical solutions using critical thinking. All skills are examined within a biblical framework. The HR Specialization aligns with the recommended requirements for HR degree programs as outlined in the Society of Human Resource Management curriculum guidebook and templates.

Upon completion of the program, students will be able to:

- Develop business analysis and problem solving skills in planning, organizing, controlling, and leading as they relate to business management.
- Apply global management perspectives to critical business decisions.
- Identify appropriate business management communication methods to reach diverse audiences in business environments.
- Apply relevant technologies to manage changing business conditions.
- Develop ethical solutions for business management opportunities using critical thinking.
- Integrate a biblical framework that guides interaction within the workplace.
- Demonstrate the knowledge, skills, and abilities required of a human resource professional.
- Demonstrate an alignment of knowledge and skills with Society of Human Resource Management (SHRM) standards for human resources professionals.
- Evaluate readiness for the SHRM certification exams.

Management students wishing to complete the Human Resource Management specialization also need to complete the following foundational business course requirements in order to comply with SHRM guidelines:

- Statistics course at the 100 level or equivalent

This course may be completed at IWU or transferred in.

A minor in Management is available to a bachelor degree seeking student in the College of Adult and Professional Studies.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Admission Requirements

The admission requirements for Bachelor of Science degree with a major in Management offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business, Technology, & Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Management from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma.

Management - HR Specialization - Program of Study

Core Courses

Students completing the specialization must also complete a statistics course (100 level or equivalent) to satisfy the foundational business course requirements in order to comply with SHRM guidelines.

MGT-302	Management and Leadership	3
COM-325	Communication in Business	3
ADM-310	Applied Technology for Managers	3
MGT-445	Ethical and Legal Business Concepts	3
MKG-421	Foundations of Marketing	3
MGT-460	International Issues in Business	3
MGT-451	Quality and Project Decision-Making for Managers	3
MGT-450	Negotiation/Conflict Resolution	3
ECO-310	Economic Principles for Managers	3
ACC-310	Accounting Decisions for Managers	3
MGT-432	Organizational Behavior	3
FIN-310	Financial Decisions for Managers	3
ADM-495	Seminar in Business	3

Specialization Courses - Human Resource Management

Students completing the specialization must also complete a statistics course (100 level or equivalent) to satisfy the foundational business course requirements in order to comply with SHRM guidelines.

*NOTE: Students must take HRM-435 (p. **Error! Bookmark not defined.**), HRM-490 (p. **Error! Bookmark not defined.**), HRM-470 (p. **Error! Bookmark not defined.**) and HRM-494 (p. **Error! Bookmark not defined.**) prior to taking ADM-495.*

HRM-435	Human Resource Management	3
HRM-470	Managing Compensation and Benefits	3
HRM-490	Human Resource Development	3
HRM-494	Comprehensive Overview of Human Resource Management	3

BS - Marketing - Digital Media Business Strategies Specialization

Students in the Bachelor of Science with a major in Marketing and a specialization in Digital Media Business Strategies program will develop business analysis, critical thinking, and problem-solving skills as they relate to marketing. Applications of global marketing perspectives to critical business decisions will be explored. In our rapidly changing business environment, the student will identify appropriate marketing communication methods to reach diverse audiences. Students will be able to utilize digital media strategies in creating a marketing campaign. The use of ethical solutions within a biblical framework to successfully implement business marketing opportunities will be addressed throughout the program.

Upon completion of the program, students will be able to:

- Develop business analysis and problem solving skills as they relate to marketing.
- Apply global marketing perspectives to critical business decisions.
- Identify appropriate marketing communication methods to reach diverse audiences in business environments.
- Apply relevant marketing technologies to manage changing business conditions.
- Develop ethical solutions for business marketing opportunities using critical thinking.
- Integrate a biblical framework that guides interaction within the marketing environment.
- Utilize appropriate digital media strategies in creating a marketing campaign.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum or locations offered as necessary.

Admission Requirements

The admission requirements for Bachelor of Science degree with a major in Marketing offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business, Technology, & Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

To graduate with a Bachelor of Science degree with a major in Marketing from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma. (p. 449)

Marketing - Digital Media Business Strategies Specialization Program of Study

Core Courses

MKG-421	Foundations of Marketing	3
ECO-310	Economic Principles for Managers	3
MGT-445	Ethical and Legal Business Concepts	3
FIN-315	Accounting and Financial Concepts of Business	3
MKG-361	Social Media and Consumer Behavior	3
MKG-350	Information Technology for Marketers	3
STA-351	Statistics for Marketers	3
ADM-435	Management and Leadership Perspectives	3

Specialization Courses - Digital Media Business Strategies

MKG-359	Social Media Business Strategies	3
MKG-358	Digital Promotions	3
MKG-435	Digital Branding	3
MKG-465	Digital Advertising	3

Business Electives

12 Credit Hours of Business Electives (from subjects Business, Economics, Finance, Accounting, Administration, Management, and Marketing)	12

BS - Marketing - Marketing Analytics Specialization

Students in the Bachelor of Science with a major in Marketing and a specialization in Marketing Analytics program will develop business analysis, critical thinking and problem-solving skills as they relate to marketing. Applications of global marketing perspectives to critical business decisions will be explored. In our rapidly changing business environment, the student will identify appropriate marketing communication methods to reach diverse audiences. Students will apply data analytics to gauge the performance and impact of marketing strategies. The use of ethical solutions within a biblical framework to successfully implement business marketing opportunities will be addressed throughout the program.

Upon completion of the program, students will be able to:

- Develop business analysis and problem solving-skills as they relate to marketing.
- Apply global marketing perspectives to critical business decisions.
- Identify appropriate marketing communication methods to reach diverse audiences in business environments.
- Apply relevant marketing technologies to manage changing business conditions.
- Develop ethical solutions for business marketing opportunities using critical thinking.
- Integrate a biblical framework that guides interaction within the marketing environment.
- Apply data analytics to gauge the performance and impact of marketing strategies.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum or locations offered as necessary.

Admission Requirements

The admission requirements for Bachelor of Science degree with a major in Marketing offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.

- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business, Technology, & Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

To graduate with a Bachelor of Science degree with a major in Marketing from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma. (p. 449)

Marketing - Marketing Analytics Program of Study

Core Courses

MKG-421	Foundations of Marketing	3
ECO-310	Economic Principles for Managers	3
MGT-445	Ethical and Legal Business Concepts	3
FIN-315	Accounting and Financial Concepts of Business	3
MKG-361	Social Media and Consumer Behavior	3
MKG-350	Information Technology for Marketers	3
STA-351	Statistics for Marketers	3
ADM-435	Management and Leadership Perspectives	3

Specialization Courses - Marketing Analytics

MKG-450	Foundations of Marketing Analytics	3
MKG-398	Marketing Research	3
MKG-460	Predictive Marketing Analytics	3
MKG-470	Data Mining for Marketers	3

Business Electives

12 Credit Hours of Business Electives (from subjects Business, Economics, Finance, Accounting, Administration, Management, and Marketing)	12

Minors

Minor - Accounting

The minor in Accounting is available to a bachelor degree seeking student in the College of Adult and Professional Studies. Courses may not count toward both a minor and a major. Six of the credits for the minor may be earned through transfer of courses from an accredited institution, through credit by examination, or through the assessment of prior learning process at IWU.

Accounting Minor - Program of Study

Required Courses

ACC-201	Accounting Principles I	3
ACC-202	Accounting Principles II	3
ACC-220	Payroll Accounting and Taxation	3
ACC-230	Business Taxation	3
ACC-311	Intermediate Financial Accounting and Reporting I	3
ACC-312	Intermediate Financial Accounting and Reporting II	3

Minor - Management

The minor in Management is available to a bachelor degree seeking student in the College of Adult and Professional Studies. Courses may not count toward both a minor and a major. Six of the credits for the minor may be earned through transfer of courses from an accredited institution, through credit by examination, or through the assessment of prior learning process at IWU.

Management Minor - Program of Study

Required Courses

MGT-302	Management and Leadership	3
MGT-450	Negotiation/Conflict Resolution	3
MGT-432	Organizational Behavior	3
HRM-435	Human Resource Management	3
MGT-451	Quality and Project Decision-Making for Managers	3
MKG-421	Foundations of Marketing	3

Graduate Degree Programs

Dual Degrees

MBA/MS - Dual Degree - MBA Major in Project Management/MS Major in Management and Specialization in Information Technology Management

The Master of Business Administration with a major in Project Management and Master of Science with a major in Management and specialization in Information Technology Management is a dual degree program designed to further develop business leaders with strong business, management, project management, and information technology knowledge and skills. Students participating in this program desire additional study to expand and enhance their ability to contribute to their career path, company, and society. This program allows students to be engaged in working in a paid or non-paid position, (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), which may include current employment in a full- or part-time professional position, participation in job shadowing, or participation in an internship. Additionally, the program provides a foundation for future employment to extend the academic experience with practical training as noted above.

Students in this program of study will learn to make ethical decisions while creating solutions to complex business problems. In addition, creating appropriate communications strategies to achieve organizational goals will be addressed. Applying project management theories and skills and appraising information systems infrastructures will be emphasized. The integration of a biblical framework that guides interactions within the business environment and workplace will be incorporated throughout the program of study. Note: Students with a current Project Management Professional (PMP) certification will not need to take PROJ-610, PROJ-620, PROJ-630, PROJ-640, PROJ-650, and PROJ-660.

Upon completion of the program, students will be able to:

- Evaluate personal leadership and management capabilities.
- Design a plan for self-improvement and continual growth.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate communication strategies to achieve organizational goals.
- Design solutions and strategies for complex internal and external business problems.
- Integrate critical thinking and analysis with business administration and management disciplines to ensure mission success.
- Appraise information systems infrastructure, as well as security, legal, and compliance requirements to address organizational technology problems.
- Demonstrate competency in project management theory and practice.
- Integrate a biblical framework that guides interactions within the business environment.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

Requirements for admission to the dual Master of Business Administration and Master of Science degree program are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Additional Requirements

Students with a current Project Management Professional (PMP) certification will not be required to take PROJ-610, PROJ-620, PROJ-630, PROJ-640, PROJ-650, and PROJ-660. However, students will need to complete PROJ-670.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- The dual Master of Business Administration with a major in Project Management and Master of Science with a major in Management and specialization in Information Technology Management degree program must be completed within a maximum of five years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MBA and MS Dual Degree - Program of Study

Core Courses

MGMT-501 Foundations of Graduate Business

MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
FINC-510	Financial Reporting and Analysis	3
MKTG-530	Marketing Management	3
ECON-510	Economic Analysis for Managers	3
MGMT-528	Global Management	3
PROJ-610	Introduction to Project Management	3
PROJ-620	Planning I: Preparation/Scope/Quality/ Risk	3
PROJ-630	Planning II: Schedule/Budget/ Procurement	3
PROJ-640	Talent Management	3
PROJ-650	Monitoring and Control	3
PROJ-660	Project Close Out	3
PROJ-670	Advanced Project Management Topics	3
CITM-501	Information Systems Infrastructure	3
CITM-502	Information Systems Security	3
CITM-503	Cyberlaw, Regulations and Compliance	3
CITM-504	Applied Information Technology Capstone	3
CITM-505	Current and Emerging Technologies	3
CITM-506	Information Systems Strategy and Policy	3

MSN/MBA - Dual Degree (Health Systems Leadership/Business Administration)

The MSN/MBA is a dual degree resulting in Master of Science in Nursing (with a major in Health Systems Leadership) and a Master of Business Administration. This degree is designed to meet the worldwide need for principle centered nursing leaders with strong fiscal knowledge and skill. The 60-credit hours include 30 credits from Nursing and 30 credits from Business.

This major is designed to develop transformational leaders with strong fiscal knowledge and skill who are effective stewards of health care resources. This is accomplished by developing students through an integrated experience of advanced intellectual challenge, evidence-based professional growth, and maturation of servant leadership. Graduates complete 520 practicum hours and are prepared to assume leadership roles within a variety of healthcare settings.

Upon completion of the program, the graduate should be able to:

- Integrate knowledge of the art and science of leadership and nursing into the role of a nursing leader.
- Create an environment that fosters a person-centered approach to nursing leadership that values the well-being of one's self, staff, patients, families, and communities and establishes communication skills to enhance interprofessional relationships.
- Lead systems to enhance population health.
- Utilize scholarship and evidence to guide quality improvement principles in the leadership of nursing practice.
- Apply systems and complexity principles to lead nursing practice through the use of information and communication technology.

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

- Proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.

- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors or a pastor who can evaluate the applicant's potential for success in a graduate program. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN or doctoral programs.
- Original transcript from the undergraduate degree granting institution and institution where graduate courses have been taken.
- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Masters Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). Registered Nurse applicants who have a non-nursing bachelor's degree and a minimum of ten years of recent experience in nursing practice may also be considered for admission by Portfolio. These candidates may submit a Portfolio which includes a current CV/resume including evidence of accomplishments in nursing based on The Essentials of Baccalaureate Education for Professional Nursing Practice.
- Undergraduate grade-point average of 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

Or

- Graduate grade-point average of 3.0 on a 4.0 scale from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) where at least 9 credit were completed.

Criteria for conditional admission are:

Applicants who do not meet the GPA listed in the criteria for regular admission and have at least a 2.75 undergraduate GPA may be conditionally admitted and allowed to take 9- credit hours of masters nursing courses to establish a graduate GPA.

- Students who have earned a grade point average of 3.0 GPA by the completion of 9-credit hours in master nursing courses, will meet the criteria for regular admission.
- An unsatisfactory grade (C- or lower in any GNUR course) while conditionally admitted will result in administrative withdrawal from the program and denial of regular admission.
- Students who do not earn a grade point average of 3.0 GPA by the completion of 9-credit hours in master nursing courses will be denied regular admission.

Program Requirements

- All courses must be successfully completed. Failure to successfully complete any Nursing course will result in an administrative withdrawal from the program.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any masters nursing program at IWU.
- Students must meet all practicum agency requirements.
- Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the major program's maximum time from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.
- Students must maintain an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multiple state

licenses, all must be unencumbered. It is the student's responsibility to notify the School of Integrated Health if the status of their RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.

Clinical Compliance Documentation:

- Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Graduation Requirements

To graduate, students must meet the following requirements:

- All Business courses must be completed with a grade of "C" or higher.
- All GNUR courses must be completed with a grade of "C" or higher.
- All HSL courses must be completed with a grade of "B" or higher.
- Cumulative GPA of 3.0.
- The dual MSN/MBA degree program must be completed within a maximum of five years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

Dual Degree (MSN/MBA) - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Health Systems Leadership Courses

GNUR-501	Evidence Based Communication	3
GNUR-529	Epidemiology & Care of Populations	3
GNUR-529P	Epidemiology & Care of Populations Practicum	1
GNUR-532	Synthesis of Advanced Pharmacology, Physical Assessment, and Pathophysiology	4
GNUR-532P	Synthesis of Advanced Pharmacology, Physical Assessment, and Pathophysiology Practicum	1
NRA-680	Transformative Leadership	4
NRA-680P	Transformative Leadership Practicum	1
NRA-682	Practice Leadership	4
NRA-682P	Practice Leadership Practicum	1
NRA-684P	Collaborative Leadership Practicum	1
NRA-686	Systems Leadership	4
NRA-686P	Systems Leadership Practicum	1
NRA-688P	Capstone Practicum	2

Business Administration Courses

MGMT-501	Foundations of Graduate Business	3
STAT-535	Statistics for Business Decision- Making	3
HCAD-513	Healthcare Principles and Policies	3
MGMT-512	Ethical and Legal Aspects of	3

	Management	
COMM-515	Decision-Making and Essential Business Communication	3
MGMT-532	Leadership and Organizational Change	3
FINC-510	Financial Reporting and Analysis	3
ECON-510	Economic Analysis for Managers	3
ACCT-510	Managerial Accounting	3
MKTG-530	Marketing Management	3

MBA Programs

MBA - Associate to MBA - Business Administration

Students in the Associate to Master of Business Administration program design solutions and strategies for complex business problems and opportunities, and integrate critical analysis with disciplines such as management, accounting, finance, and economics. They will evaluate personal management capabilities and design a plan for growth. Students will synthesize ethical standards in decision-making and strategy development, create appropriate communication strategies to achieve organizational goals, and integrate a biblical framework that guides interactions within the business environment and workplace.

Upon completion of the program, students will be able to:

- Design solutions and strategies for complex business problems and opportunities.
- Evaluate personal leadership capabilities and design a plan for self-improvement and continual growth.
- Integrate critical analysis with business administration disciplines such as management, accounting, finance, and economics to ensure mission success.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the business.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

- An associate's degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). Degrees must be verified on original transcripts sent directly by the Institution to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 3.0 or higher from the associate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 3.0, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Program Requirements

- Before starting the graduate MBA courses, students must complete an undergraduate bridge program of 24 credits hours.
- A grade of "B" or higher must be earned in the bridge courses.
- Students may not transfer undergraduate credits earned from other institutions.
- Students may elect to transfer out of AS-MBA into other IWU undergraduate programs. Classes taken in the AS-MBA can apply toward a program of study in another program as appropriate, if the minimum grade requirement for that program has been met.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the MBA curriculum sequence with a minimum GPA of 3.0 and a minimum grade of “C” in each course. A grade of “C-” or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Associate to MBA - Program of Study

Undergraduate Bridge Courses

All undergraduate courses must be completed with a grade of "B" or higher.

MGT-302	Management and Leadership	3
ADM-310	Applied Technology for Managers	3
MKG-421	Foundations of Marketing	3
MGT-460	International Issues in Business	3
MGT-451	Quality and Project Decision-Making for Managers	3
STA-320	Business Statistics	3
ECO-330	Applied Microeconomics for Business	3
FIN-310	Financial Decisions for Managers	3

Core Courses

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
MKTG-530	Marketing Management	3
STAT-535	Statistics for Business Decision- Making	3
MGMT-528	Global Management	3
MGMT-532	Leadership and Organizational Change	3
FINC-510	Financial Reporting and Analysis	3
ACCT-510	Managerial Accounting	3
FINC-530	Applied Managerial Finance	3
ECON-510	Economic Analysis for Managers	3
MGMT-522	Business Strategy and Policy	3

MBA - Business Administration

The Master of Business Administration program with a major in Business Administration prepares students to design solutions and strategies for complex business problems and opportunities, and integrate critical analysis with disciplines such as management, accounting, finance, and economics. Students participating in this program desire additional study in order to expand and enhance their ability to contribute to their career path, company, and society. This program allows students to be engaged in working in a paid or non-paid position, (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), which may include current employment in a full- or part-time professional position, participation in job shadowing, or participation in an internship. Additionally, the program provides a foundation for future employment to extend the academic experience with practical training as noted above. Personal management capabilities will be evaluated and a plan for growth designed. Students will synthesize ethical standards in decision-making and strategy development to create appropriate communication strategies to achieve organizational goals. A biblical framework that guides interactions within the business environment and workplace will be integrated throughout the program of study.

Upon completion of the program, students will be able to:

- Design solutions and strategies for complex business problems and opportunities.

- Evaluate personal leadership capabilities and design a plan for self-improvement and continual growth.
- Integrate critical analysis with business administration disciplines such as management, accounting, finance, and economics to ensure mission success.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the business.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MBA - Business Administration - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
MKTG-530	Marketing Management	3
STAT-535	Statistics for Business Decision-Making	3
MGMT-528	Global Management	3
MGMT-532	Leadership and Organizational Change	3
FINC-510	Financial Reporting and Analysis	3
ACCT-510	Managerial Accounting	3
FINC-530	Applied Managerial Finance	3
ECON-510	Economic Analysis for Managers	3
MGMT-522	Business Strategy and Policy	3

MBA - Data Analytics Specialization

The Master of Business Administration program with a specialization in Data Analytics is designed for practicing professionals who possess a bachelor's degree in business or technology or possess an advanced degree in another area of specialization. Students participating in this program desire additional study in order to expand and enhance their ability to contribute to their career path, company, and society. This program allows students to be engaged in working in a paid or non-paid position, (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), which may include current employment in a full- or part-time professional position, participation in job shadowing,

or participation in an internship. Additionally, the program provides a foundation for future employment to extend the academic experience with practical training as noted above.

Students in this program of study will design solutions and strategies for complex business problems and opportunities, and integrate critical analysis with disciplines such as management, statistics, finance, and economics. In addition, personal management capabilities will be evaluated, and a plan for growth will be designed. Students will synthesize ethical standards in decision-making and strategy development, create appropriate communication strategies to achieve organizational goals, and integrate a biblical framework that guides interactions within the business environment and workplace. Key concepts and applications related to data sources, data visualization, big data, data and text mining, and data preparation and reporting will be addressed.

Upon completion of the program, students will be able to:

- Design solutions and strategies for complex business problems and opportunities.
- Evaluate personal leadership capabilities and design a plan for self-improvement and continual growth.
- Integrate critical analysis with business administration disciplines such as management, accounting, finance, and economics to ensure mission success.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the business.
- Apply theoretical and practical knowledge to plan, organize, analyze and report data results to support business decision making.

Admission Requirements

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on official transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of “C” in each course. A grade of “C-” or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MBA - Data Analytics - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
ACCT-510	Managerial Accounting	3
FINC-510	Financial Reporting and Analysis	3
ECON-510	Economic Analysis for Managers	3
MKTG-530	Marketing Management	3
STAT-535	Statistics for Business Decision-Making	3

Data Analytics Specialization Courses

DTAN-505	Data Visualization	3
DTAN-510	Data Sources and Systems for Analytics	3
DTAN-515	Big Data	3
DTAN-525	Data Mining Concepts	3

MBA - Healthcare Administration

Students in the Master of Business Administration with a major in Healthcare Administration program design solutions and strategies for complex business problems and opportunities within the healthcare industry, evaluate personal management capabilities and design a plan for economic growth, and integrate critical analysis with healthcare administration disciplines. Students will synthesize ethical standards in decision-making and strategy development, create appropriate communication strategies to achieve organizational goals, and integrate a biblical framework that guides interactions within the healthcare environment and workplace.

Upon completion of the program, in addition to accomplishing mission learning outcomes, graduates will be able to:

- Design solutions and strategies for complex business problems and opportunities within the healthcare industry.
- Evaluate personal management capabilities and design a plan for continual growth.
- Integrate critical analysis with healthcare administration disciplines to ensure organizational success.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate communication strategies to achieve organizational goals.
- Integrate a biblical framework that guides interactions within the healthcare industry.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MBA - Healthcare Administration - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
FINC-510	Financial Reporting and Analysis	3
HCAD-516	Managerial Epidemiology and Statistics	3

ECON-510	Economic Analysis for Managers	3
HRMT-535	Human Resources Management	3
HCAD-511	Healthcare Governance and Organizational Structure	3
HCAD-512	Healthcare Finance	3
HCAD-513	Healthcare Principles and Policies	3
HCAD-514	Healthcare Technology and Information Management	3
HCAD-510	Healthcare Administration Issues	3
HCAD-515	Healthcare Strategic Development	3
HCAD-590	Healthcare Administration Capstone	3

MBA - Information Technology Management

The Master of Business Administration program with a major in Information Technology Management program is designed for practicing professionals who possess a bachelor's degree in business or technology or possess an advanced degree in another area of specialization. Students participating in this program desire additional study in order to expand and enhance their ability to contribute to their career path, company, and society. This program allows students to be engaged in working in a paid or non-paid position, (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), which may include current employment in a full- or part-time professional position, participation in job shadowing, or participation in an internship. Additionally, the program provides a foundation for future employment to extend the academic experience with practical training as noted above.

Students in this program of study will design solutions and strategies for complex business problems and opportunities, and integrate critical analysis with disciplines such as management, statistics, finance, and economics. In addition, personal management capabilities will be evaluated, and a plan for growth will be designed. Students will synthesize ethical standards in decision-making and strategy development, create appropriate communication strategies to achieve organizational goals, and integrate a biblical framework that guides interactions within the business environment and workplace. Information systems infrastructure, security, and compliance requirements to produce effective technology solutions for specific organizational problems will be appraised. Students will evaluate current and emerging technologies while developing skills necessary to negotiate information technology contracts and outsourcing information technology services to meet the needs of an organization.

Upon completion of the program, students will be able to:

- Design solutions and strategies for complex business problems and opportunities.
- Evaluate personal leadership capabilities and design a plan for self-improvement and continual growth.
- Integrate critical analysis with business administration disciplines such as management, accounting, finance, and economics to ensure mission success.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate communication strategies to achieve organizational goals.
- Integrate a biblical framework that guides interactions within the business.
- Appraise information systems infrastructure for specific organizational problems.
- Examine current and emerging technologies and determine appropriate solutions to resolve business information technology system issues.
- Demonstrate skills necessary to identify potential vendors, negotiate contracts and evaluate domestic and international outsourcing options to meet information technology needs of an organization.
- Demonstrate the ability to apply security, regulation and compliance requirements to an organization's information technology system.

Admission Requirements

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of “C” in each course. A grade of “C-” or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MBA - Information Technology Management - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
FINC-510	Financial Reporting and Analysis	3
ECON-510	Economic Analysis for Managers	3
MKTG-530	Marketing Management	3
STAT-535	Statistics for Business Decision-Making	3
CITM-501	Information Systems Infrastructure	3
CITM-502	Information Systems Security	3
CITM-503	Cyberlaw, Regulations and Compliance	3
CITM-504	Applied Information Technology Capstone	3
CITM-505	Current and Emerging Technologies	3
CITM-506	Information Systems Strategy and Policy	3
CITM-507	Consulting, Contracting, and Outsourcing in Information Technology Management	3

MBA - Project Management

The Master of Business Administration in Project Management (MBA-PM) program prepares students to design solutions and strategies for complex business problems and opportunities within organizations by integrating critical analysis with project management practice and organizational strategy to ensure success. Students participating in this program desire additional study in order to expand and enhance their ability to contribute to their career path, company, and society. This program allows students to be engaged in working in a paid or non-paid position, (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), which may include current employment in a full- or part-time professional position, participation in job shadowing, or participation in an internship. Additionally, the program provides a foundation for future employment to extend the academic experience with practical training as noted above. Students will synthesize ethical standards in decision making and strategy development and create appropriate communication strategies to achieve organization goals. Personal leadership capabilities will be evaluated and a plan for continual growth will be designed. A Biblical framework that guides interactions within project management and strategy development will be integrated throughout the program of study.

Upon completion of the program, students will be able to:

- Create a plan for lifelong leadership development and personal, professional, and spiritual growth.
- Integrate critical thinking and analysis with business administration disciplines to ensure mission success.
- Synthesize ethical standards in decision-making and communication.
- Apply a biblical framework that guides interactions within the business environment and workplace.
- Design solutions and strategies for complex project management problems and opportunities within organizations.
- Demonstrate competency in project management theory and practice.
- Create appropriate communication strategies to achieve project management goals.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.
NOTE: For current Project Management Institute –Project Management Professional (PMP)® certification holders only: Students who have been admitted to the MBA in Project Management (Requirement #1), have successfully passed the Project Management Professional (PMP) Exam (Requirement #2) and hold a current PMP designation (Requirement #3), may be granted credit for the following courses: PROJ-610, PROJ-620, PROJ-630, PROJ-640, PROJ-650, PROJ-660. After taking all other program courses, these students will take PROJ-670 as a way of demonstrating competence and achieving program learning outcomes.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of “C” in each course. A grade of “C-” or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MBA - Project Management - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
COMM-515	Decision-Making and Essential Business Communication	3
FINC-510	Financial Reporting and Analysis	3
MKTG-530	Marketing Management	3
ECON-510	Economic Analysis for Managers	3
MGMT-528	Global Management	3
MGMT-522	Business Strategy and Policy	3
PROJ-610	Introduction to Project Management	3
PROJ-620	Planning I: Preparation/Scope/Quality/ Risk	3
PROJ-630	Planning II: Schedule/Budget/ Procurement	3
PROJ-640	Talent Management	3
PROJ-650	Monitoring and Control	3

PROJ-660	Project Close Out	3
PROJ-670	Advanced Project Management Topics	3

MBA - School Administration (Indiana)

Candidates in the Master of Business Administration with a major in School Administration program develop strategies that promote a culture of achievement for all stakeholders, evaluate personal management capabilities, and design a plan to drive improvements in teacher effectiveness and student achievement, and integrate critical analysis with disciplines such as management, accounting, finance, and economics for continuous organizational improvement. Candidates create activities that contribute to the academic success of all students through effective teaching and best instructional practices. Candidates synthesize ethical standards in decision making and strategy development, create appropriate strategies to improve communication and build relationships to achieve organization goals, and integrate a biblical framework that guides interactions within the educational and stakeholder environments.

The 18-credit hour concentration in School Administration identifies outcomes and expectations based on current school leadership principles and practices and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P–12 perspective. It aligns to the National Educational Leadership Preparation (NELP) standards and the Indiana Department of Education's (IDOE's) School Leader -- Building Level standards. The school administration major combined with the Master's Degree in Business Administration satisfies Indiana's required program of study for a building level administrator's license. The education courses are designed to provide candidates with the knowledge, skills, and disposition to develop as school leaders, including cultural responsiveness, ethics and faith, and research and technology tools. It aligns to the Council for the Accreditation of Educator Preparation's advanced-level program standards.

Educators employed by school districts in states outside Indiana are welcome but are strongly advised to consult with their own state licensure office prior to registering. Students registering in MBA –School Administration courses bear the full responsibility for ensuring the applicability of IWU graduate courses for licensure in their state.

Upon completion of the program, students will be able to:

- Design solutions and strategies for complex business problems and opportunities.
- Evaluate personal leadership capabilities and design a plan to drive improvements in teacher effectiveness and student achievement.
- Integrate critical analysis with business administration disciplines such as management, accounting, finance and economics to ensure mission success.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the educational and stakeholder environments.
- Demonstrate competency in the following School of Integrated Learning and Development's dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Demonstrate the ability to facilitate collaborative vision, mission, values, goals, and a culture of continuous improvement in the buildings they will lead to change the world.
- Demonstrate instructional leadership by understanding and promoting best practices in teaching, with an acute focus on student learning and academic success.
- Demonstrate the ability to leverage school operations, manage resources, and provide a safe learning environment to ensure the success of all students.
- Demonstrate the ability to build diverse relationships that engage parents and the community in the learning process and share resources for student success and for the benefit of all stakeholders.
- Model personal integrity, fairness, accountability, cultural responsiveness, and ethical/legal decision-making, and expect the same from staff and students.

Admission Requirements

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.
- A GPA of 2.75 or above from the degree granting institution at which at least of minimum of 30 hours was completed. If an applicant's GPA is below 2.75, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership and the School of Integrated Learning and Development.
- Be currently employed in or have access to a P-12 public or non-public school in which the principal is willing to serve as a mentor for the internship phase of the program. Submission of a completed internship agreement with a building principal will be required prior to the start of the internship phase.
- Hold an initial, standard, provisional, proficient, or accomplished practitioner Instructional or School Counselor license.
- At least two years of teaching experience on one of the licenses listed above in an approved and accredited public, private, or parochial elementary, secondary, or postsecondary school in the United States or abroad. *Please note that in keeping with Indiana Department of Education licensure policy, experience gained by a teacher holding only an Emergency Permit, Provisional Permit, Transition to Teaching Permit, Career Specialist Permit, Charter School License, Substitute Permit, or Workplace Specialist II license is not acceptable as licenses of these types do not meet the prerequisite license requirements.
- Obtain recommendations from two school leaders (superintendent, principal, or assistant principal) who are qualified to judge the applicant's knowledge, skills, and dispositions in relation to pursuing the Building Level Administrator's license.
- Submit a signed School of Integrated Learning and Development FERPA release form.

Clinical Experience Requirements

- All candidates must complete two Internship courses (three credit hours each over 7-8 months).
- All candidates must secure a Principal-Mentor at the school in which they are currently teaching.
- The Principal-Mentor will work with the candidates throughout the course of the internships.

Graduation Requirements

To graduate from the MBA-SA program, candidates must meet the following:

- All MBA courses must be completed with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Possess a cumulative GPA of 3.0 or above in all EDL graduate courses and a minimum grade of "B-" in each course.
- Satisfy admission, mid-program review, and program completion gateways.
- Payment of all tuition and fees is required to receive a diploma.

Indiana Candidates -- Successful completion of the MBA-School Administration program meets the academic requirements for recommendation for licensure. Additionally, candidates must complete other requirements of the Indiana Department of Education before a principal's license will be issued, including receiving a passing score on the related state assessment test, evidence of at least two years teaching or work experience as a teacher or school counselor on one of the following license types: initial, standard, provisional, proficient, or accomplished practitioner instructional or School Counselor license.

Other Candidates – Applicants who seek administrative licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU M.S. – School Administration program will meet the academic and assessment requirements of the state in which licensure is sought.

MBA - School Administration (Indiana) - Program of Study

Business Courses

All courses must be completed with a grade of "C" or higher.

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of	3

	Management	
COMM-515	Decision-Making and Essential Business Communication	3
FINC-510	Financial Reporting and Analysis	3
ECON-510	Economic Analysis for Managers	3
MKTG-530	Marketing Management	3
MGMT-528	Global Management	3
MGMT-522	Business Strategy and Policy	3

Education Courses

All courses must be completed with a grade of "B-" or higher.

EDL-657	Collaborative Vision and Instructional Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-618	Professional, Legal, and Ethical Leadership	3
EDL-610	Community, Cultural, and Relational Leadership	3
EDL-612	Principal Internship I: Clinical Application of Leadership Principles	3
EDL-625	Principal Internship II: Clinical Application of Leadership Principles	3

MBA/MS - Dual Degree - MBA Major in Project Management/MS Major in Management and Specialization in Information Technology Management

The Master of Business Administration with a major in Project Management and Master of Science with a major in Management and specialization in Information Technology Management is a dual degree program designed to further develop business leaders with strong business, management, project management, and information technology knowledge and skills. Students participating in this program desire additional study to expand and enhance their ability to contribute to their career path, company, and society. This program allows students to be engaged in working in a paid or non-paid position, (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), which may include current employment in a full- or part-time professional position, participation in job shadowing, or participation in an internship. Additionally, the program provides a foundation for future employment to extend the academic experience with practical training as noted above.

Students in this program of study will learn to make ethical decisions while creating solutions to complex business problems. In addition, creating appropriate communications strategies to achieve organizational goals will be addressed. Applying project management theories and skills and appraising information systems infrastructures will be emphasized. The integration of a biblical framework that guides interactions within the business environment and workplace will be incorporated throughout the program of study. Note: Students with a current Project Management Professional (PMP) certification will not need to take PROJ-610, PROJ-620, PROJ-630, PROJ-640, PROJ-650, and PROJ-660.

Upon completion of the program, students will be able to:

- Evaluate personal leadership and management capabilities.
- Design a plan for self-improvement and continual growth.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate communication strategies to achieve organizational goals.
- Design solutions and strategies for complex internal and external business problems.
- Integrate critical thinking and analysis with business administration and management disciplines to ensure mission success.
- Appraise information systems infrastructure, as well as security, legal, and compliance requirements to address organizational technology problems.

- Demonstrate competency in project management theory and practice.
- Integrate a biblical framework that guides interactions within the business environment.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

Requirements for admission to the dual Master of Business Administration and Master of Science degree program are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Additional Requirements

Students with a current Project Management Professional (PMP) certification will not be required to take PROJ-610, PROJ-620, PROJ-630, PROJ-640, PROJ-650, and PROJ-660. However, students will need to complete PROJ-670.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- The dual Master of Business Administration with a major in Project Management and Master of Science with a major in Management and specialization in Information Technology Management degree program must be completed within a maximum of five years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MBA and MS Dual Degree - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
FINC-510	Financial Reporting and Analysis	3
MKTG-530	Marketing Management	3
ECON-510	Economic Analysis for Managers	3
MGMT-528	Global Management	3
PROJ-610	Introduction to Project Management	3
PROJ-620	Planning I: Preparation/Scope/Quality/ Risk	3
PROJ-630	Planning II: Schedule/Budget/ Procurement	3
PROJ-640	Talent Management	3
PROJ-650	Monitoring and Control	3
PROJ-660	Project Close Out	3
PROJ-670	Advanced Project Management Topics	3
CITM-501	Information Systems Infrastructure	3
CITM-502	Information Systems Security	3

CITM-503	Cyberlaw, Regulations and Compliance	3
CITM-504	Applied Information Technology Capstone	3
CITM-505	Current and Emerging Technologies	3
CITM-506	Information Systems Strategy and Policy	3

MSN/MBA - Dual Degree (Health Systems Leadership/Business Administration)

The MSN/MBA is a dual degree resulting in Master of Science in Nursing (with a major in Health Systems Leadership) and a Master of Business Administration. This degree is designed to meet the worldwide need for principle centered nursing leaders with strong fiscal knowledge and skill. The 60-credit hours include 30 credits from Nursing and 30 credits from Business.

This major is designed to develop transformational leaders with strong fiscal knowledge and skill who are effective stewards of health care resources. This is accomplished by developing students through an integrated experience of advanced intellectual challenge, evidence-based professional growth, and maturation of servant leadership. Graduates complete 520 practicum hours and are prepared to assume leadership roles within a variety of healthcare settings.

Upon completion of the program, the graduate should be able to:

- Integrate knowledge of the art and science of leadership and nursing into the role of a nursing leader.
- Create an environment that fosters a person-centered approach to nursing leadership that values the well-being of one's self, staff, patients, families, and communities and establishes communication skills to enhance interprofessional relationships.
- Lead systems to enhance population health.
- Utilize scholarship and evidence to guide quality improvement principles in the leadership of nursing practice.
- Apply systems and complexity principles to lead nursing practice through the use of information and communication technology.

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

- Proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors or a pastor who can evaluate the applicant's potential for success in a graduate program. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN or doctoral programs.
- Original transcript from the undergraduate degree granting institution and institution where graduate courses have been taken.
- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Masters Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). Registered

Nurse applicants who have a non-nursing bachelor's degree and a minimum of ten years of recent experience in nursing practice may also be considered for admission by Portfolio. These candidates may submit a Portfolio which includes a current CV/resume including evidence of accomplishments in nursing based on The Essentials of Baccalaureate Education for Professional Nursing Practice.

- Undergraduate grade-point average of 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

Or

- Graduate grade-point average of 3.0 on a 4.0 scale from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) where at least 9 credit were completed.

Criteria for conditional admission are:

Applicants who do not meet the GPA listed in the criteria for regular admission and have at least a 2.75 undergraduate GPA may be conditionally admitted and allowed to take 9- credit hours of masters nursing courses to establish a graduate GPA.

- Students who have earned a grade point average of 3.0 GPA by the completion of 9-credit hours in master nursing courses, will meet the criteria for regular admission.
- An unsatisfactory grade (C- or lower in any GNUR course) while conditionally admitted will result in administrative withdrawal from the program and denial of regular admission.
- Students who do not earn a grade point average of 3.0 GPA by the completion of 9-credit hours in master nursing courses will be denied regular admission.

Program Requirements

- All courses must be successfully completed. Failure to successfully complete any Nursing course will result in an administrative withdrawal from the program.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any masters nursing program at IWU.
- Students must meet all practicum agency requirements.
- Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the major program's maximum time from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.
- Students must maintain an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Integrated Health if the status of their RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.

Clinical Compliance Documentation:

- Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Graduation Requirements

To graduate, students must meet the following requirements:

- All Business courses must be completed with a grade of "C" or higher.

- All GNUR courses must be completed with a grade of "C" or higher.
- All HSL courses must be completed with a grade of "B" or higher.
- Cumulative GPA of 3.0.
- The dual MSN/MBA degree program must be completed within a maximum of five years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

Dual Degree (MSN/MBA) - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Health Systems Leadership Courses

GNUR-501	Evidence Based Communication	3
GNUR-529	Epidemiology & Care of Populations	3
GNUR-529P	Epidemiology & Care of Populations Practicum	1
GNUR-532	Synthesis of Advanced Pharmacology, Physical Assessment, and Pathophysiology	4
GNUR-532P	Synthesis of Advanced Pharmacology, Physical Assessment, and Pathophysiology Practicum	1
NRA-680	Transformative Leadership	4
NRA-680P	Transformative Leadership Practicum	1
NRA-682	Practice Leadership	4
NRA-682P	Practice Leadership Practicum	1
NRA-684P	Collaborative Leadership Practicum	1
NRA-686	Systems Leadership	4
NRA-686P	Systems Leadership Practicum	1
NRA-688P	Capstone Practicum	2

Business Administration Courses

MGMT-501	Foundations of Graduate Business	3
STAT-535	Statistics for Business Decision-Making	3
HCAD-513	Healthcare Principles and Policies	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
MGMT-532	Leadership and Organizational Change	3
FINC-510	Financial Reporting and Analysis	3
ECON-510	Economic Analysis for Managers	3
ACCT-510	Managerial Accounting	3
MKTG-530	Marketing Management	3

Master of Science Degree Programs

MS - Associate to MS - Management - Information Technology Management Specialization

The Associate to Master of Science with a major in Management and a specialization in Information Technology Management program is designed for students who desire additional study in order to expand and enhance their ability to contribute to their career path, company, and society. This program requires students to be working 21 hours per week in a paid or non-paid position, which may include: current employment in a full- or part-time professional position (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), participation in job shadowing, or participation in an internship.

Students in this program synthesize organizational management knowledge and skills, analyze internal and external business environments and formulate relevant business and communication strategies and solutions needed to ethically lead, plan, organize, and control organizations. Students develop their own personal management capabilities and integrate a biblical framework that guides interactions within the business environment and workplace.

Upon completion of the program, students will be able to:

- Synthesize organizational management knowledge and skills needed to lead, plan, organize, and control.
- Evaluate personal management capabilities and design a plan for continual growth.
- Analyze internal and external business environments and formulate relevant strategies and solutions.
- Apply ethical theories and concepts to business decisions and solutions.
- Implement appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the business environment and workplace.
- Appraise information systems infrastructure, as well as security, legal, and compliance requirements to produce effective technology solutions for specific organizational problems.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

- An associate's degree, verified on original transcripts sent directly to IWU by the institution, from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- An undergraduate grade point average (GPA) of 3.0 or higher from the associate degree granting institution. If an applicant's GPA is below 3.0, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Program Requirements

Before starting the graduate MSM courses, students must complete an undergraduate bridge program of 24 credit hours.

- A grade of "B" or higher must be earned in the bridge courses.
- Students may not transfer undergraduate credits earned from other institutions.
- Students may elect to transfer out of the AS-MSM into other IWU undergraduate programs. Classes taken in this program can apply toward a program of study in another program as appropriate, if the minimum grade requirement for that program has been met.

Graduation Requirements

To graduate, students must have completed all of the following:

- All graduate credits required in the Master of Science with a major in Management curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Associate to MS - Management - Information Technology Management - Program of Study

Undergraduate Bridge Courses

All undergraduate courses must be completed with a grade of "B" or higher.

MGT-302	Management and Leadership	3
ADM-310	Applied Technology for Managers	3
MKG-421	Foundations of Marketing	3
MGT-460	International Issues in Business	3
MGT-451	Quality and Project Decision-Making for Managers	3
STA-320	Business Statistics	3
ECO-330	Applied Microeconomics for Business	3
FIN-310	Financial Decisions for Managers	3

Core Courses

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
MKTG-530	Marketing Management	3
ECON-510	Economic Analysis for Managers	3
FINC-510	Financial Reporting and Analysis	3

Specialization Courses - Information Technology Management

CITM-501	Information Systems Infrastructure	3
CITM-502	Information Systems Security	3
CITM-503	Cyberlaw, Regulations and Compliance	3
CITM-504	Applied Information Technology Capstone	3

MS - Associate to MS - Management - Policy and Organizational Change Specialization

The Associate to Master of Science with a major in Management and a specialization in Policy and Organizational Change program is designed for students who desire additional study in order to expand and enhance their ability to contribute to their career path, company, and society. This program requires students to be working 21 hours per week in a paid or non-paid position, which may include: current employment in a full- or part-time professional position (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), participation in job shadowing, or participation in an internship.

Students in this program synthesize organizational management knowledge and skills, analyze internal and external business environments, and formulate relevant business and communication strategies and solutions needed to ethically lead, plan, organize, and control organizations. Students develop their own personal management capabilities and integrate a biblical framework that guides interactions within the business environment and workplace.

Upon completion of the program, students will be able to:

- Synthesize organizational management knowledge and skills needed to lead, plan, organize, and control.
- Evaluate personal management capabilities and design a plan for continual growth.
- Analyze internal and external business environments and formulate relevant strategies and solutions.
- Apply ethical theories and concepts to business decisions and solutions.
- Implement appropriate communication strategies to achieve organization goals.

- Integrate a biblical framework that guides interactions within the business environment and workplace.
- Evaluate multiple internal and external factors that guide strategies necessary to institute policy and organizational changes.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

- An associate's degree, verified on original transcripts sent directly to IWU by the institution, from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- An undergraduate grade point average (GPA) of 3.0 or higher from the associate degree granting institution. If an applicant's GPA is below 3.0, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Program Requirements

Before starting the graduate MSM courses, students must complete an undergraduate bridge program of 24 credit hours.

- A grade of "B" or higher must be earned in the bridge courses.
- Students may not transfer undergraduate credits earned from other institutions.
- Students may elect to transfer out of the AS-MSM into other IWU undergraduate programs. Classes taken in this program can apply toward a program of study in another program as appropriate, if the minimum grade requirement for that program has been met.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the Master of Science with a major in Management curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Associate to MS - Management - Policy and Organizational Change - Program of Study

Undergraduate Bridge Courses

All undergraduate courses must be completed with a grade of "B" or higher.

MGT-302	Management and Leadership	3
ADM-310	Applied Technology for Managers	3
MKG-421	Foundations of Marketing	3
MGT-460	International Issues in Business	3
MGT-451	Quality and Project Decision-Making for Managers	3
STA-320	Business Statistics	3
ECO-330	Applied Microeconomics for Business	3
FIN-310	Financial Decisions for Managers	3

Core Courses

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
MKTG-530	Marketing Management	3
ECON-510	Economic Analysis for Managers	3

FINC-510	Financial Reporting and Analysis	3

Specialization Courses - Policy and Organizational Change

MGMT-528	Global Management	3
MGMT-532	Leadership and Organizational Change	3
MGMT-520	Organizational Behavior	3
MGMT-522	Business Strategy and Policy	3

MS - Accounting - Financial Accounting Specialization

Students in the Master of Science with a major in Accounting program will learn to integrate knowledge of accounting standards and practices to design solutions and strategies for complex accounting problems. Students will examine the ethical, legal and biblical implication of business transactions, using real-world applications to solve authentic accounting problems, while developing essential job skills. Students will also examine the DeVoe School of Business, Technology, & Leadership Virtuous Business Model and relate it to accounting, auditing, and financial reporting.

Upon completion of the program, students will be able to:

- Design solutions and strategies for complex accounting problems.
- Evaluate personal leadership capabilities and design a plan for self-improvement and continual growth.
- Value critical thinking to inform decision-making.
- Relate ethical standards and legal requirements to the field of accounting.
- Demonstrate the ability to communicate cogently on accounting topics.
- Apply biblical wisdom and Christian ethics to the field of accounting.
- Evaluate assumptions and methods underlying estimates of financial statement components.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

Requirements for admission to the Master of Science programs are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Accounting (MS) - Financial Accounting - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
ACCT-511	Ethics and Business Law for Accountants	3

ACCT-512	Financial Accounting Theory	3
ACCT-520	Advanced Managerial Accounting	3
ACCT-513	Accounting Information Systems and Control	3
ACCT-514	Advanced Auditing	3
ACCT-517	Corporate Taxation	3
ACCT-516	Forensic Accounting and Fraud Examination	3
Specialization Courses - Financial Accounting		
ACCT-515	Advanced Tax Theory and Research	3
ACCT-521	Nonprofit Financial Statement Analysis	3
ACCT-522	Financial Reporting	3
ACCT-591	Governmental/Not-For-Profit Accounting	3

MS - Accounting - Managerial Accounting Specialization

Students in the Master of Science with a major in Accounting program will learn to integrate knowledge of accounting standards and practices to design solutions and strategies for complex accounting problems. Students will examine the ethical, legal and biblical implication of business transactions, using real-world applications to solve authentic accounting problems, while developing essential job skills. Students will also examine the DeVoe School of Business, Technology, & Leadership Virtuous Business Model and relate it to accounting, auditing, and financial reporting.

Upon completion of the program, students will be able to:

- Design solutions and strategies for complex accounting problems.
- Evaluate personal leadership capabilities and design a plan for self-improvement and continual growth.
- Value critical thinking to inform decision-making.
- Relate ethical standards and legal requirements to the field of accounting.
- Demonstrate the ability to communicate cogently on accounting topics.
- Apply biblical wisdom and Christian ethics to the field of accounting.
- Relate knowledge of financial management to the CMA exam.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

Requirements for admission to the Master of Science programs are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.

- Payment of all tuition and fees is required to receive a diploma.

Accounting (MS) - Managerial Accounting - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
ACCT-511	Ethics and Business Law for Accountants	3
ACCT-512	Financial Accounting Theory	3
ACCT-520	Advanced Managerial Accounting	3
ACCT-513	Accounting Information Systems and Control	3
ACCT-514	Advanced Auditing	3
ACCT-517	Corporate Taxation	3
ACCT-516	Forensic Accounting and Fraud Examination	3

Specialization Courses - Managerial Accounting

ACCT-540	Financial Planning, Performance and Analytics	3
ACCT-541	Performance Management: Planning, Budget and Forecasting	3
ACCT-542	Strategic Financial Management	3
ACCT-543	Decision Analysis	3

MS - Accounting - Public Accounting Specialization

Students in the Master of Science with a major in Accounting program will learn to integrate knowledge of accounting standards and practices to design solutions and strategies for complex accounting problems. Students will examine the ethical, legal and biblical implication of business transactions, using real-world applications to solve authentic accounting problems, while developing essential job skills. Students will also examine the DeVoe School of Business, Technology, & Leadership Virtuous Business Model and relate it to accounting, auditing, and financial reporting.

Upon completion of the program, students will be able to:

- Design solutions and strategies for complex accounting problems.
- Evaluate personal leadership capabilities and design a plan for self-improvement and continual growth.
- Value critical thinking to inform decision-making.
- Relate ethical standards and legal requirements to the field of accounting.
- Demonstrate the ability to communicate cogently on accounting topics.
- Apply biblical wisdom and Christian ethics to the field of accounting.
- Relate knowledge of financial accounting to the CPA exam.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

Requirements for admission to the Master of Science programs are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of “C” in each course. A grade of “C-” or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Accounting (MS) - Public Accounting - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
ACCT-511	Ethics and Business Law for Accountants	3
ACCT-512	Financial Accounting Theory	3
ACCT-520	Advanced Managerial Accounting	3
ACCT-513	Accounting Information Systems and Control	3
ACCT-514	Advanced Auditing	3
ACCT-517	Corporate Taxation	3
ACCT-516	Forensic Accounting and Fraud Examination	3

Specialization Courses - Public Accounting

ACCT-530	Financial Accounting and Reporting	3
ACCT-531	Auditing and Attestation	3
ACCT-532	Business and Concepts	3
ACCT-533	Regulation	3

MS - Human Resource Management

Students in the Master of Science with a major in Human Resource Management program utilize a biblical framework that guides interactions within the workplace to enhance the realization of human potential, analyze internal and external business environments, and formulate relevant human resource and communication strategies and solutions to ethically fulfill organizational mission, vision, values, and goals. Students will demonstrate a disposition for lifelong learning and continuous improvement.

Upon completion of the program, students will be able to:

- Enhance the realization of human potential in order to fulfill strategic organizational mission, vision, values, and goals.
- Demonstrate a disposition for lifelong learning and continuous growth.
- Analyze internal and external business environments and formulate relevant human resource strategies and solutions.
- Formulate ethical policies and procedures for use in human resource management.
- Develop appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the workplace.

The Human Resource Management program aligns with the Society for Human Resource Management (SHRM) recommended guidelines for graduate-level HR education. These guidelines reflect the minimum standards that constitute both a broad and deep HR education.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary. Not all programs are offered at all locations and some may only be available online.

Admission Requirements

Requirements for admission to the Master of Science programs are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on official transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of “C” in each course. A grade of “C-” or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Human Resource Management (MS) - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
HRMT-535	Human Resources Management	3
FINC-510	Financial Reporting and Analysis	3
HRMT-536	Evidence-Based Tools for HR Decision-Making	3
HRMT-537	Staffing, Performance Management, and Training	3
HRMT-538	Total Rewards Management	3
HRMT-539	Labor Management Relations in the Global HR Environment	3
HRMT-541	Strategic Risk Assessment	3
HRMT-542	Organizational Renewal and Development	3
HRMT-590	Human Resource Management Capstone	3

MS - Management - Data Analytics Specialization

The Master of Science with a major in Management and a specialization in Data Analytics program is designed for practicing professionals who possess a bachelor's degree in business, technology, or data analytics, or possess an advanced degree in another area of specialization. Students participating in this program desire additional study in order to expand and enhance their ability to contribute to their career path, company, and society. This program allows students to be engaged in working in a paid or non-paid position, (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), which may include current employment in a full- or part-time professional position, participation in job shadowing, or participation in an internship. Additionally, the program provides a foundation for future employment to extend the academic experience with practical training as noted above.

Students in this program of study will synthesize organizational management knowledge and skills, analyze internal and external business environments and formulate relevant business and communication strategies and solutions needed to ethically lead, plan, organize, and control organizations. Students develop their own personal management capabilities and integrate a biblical framework that guides interactions within the business environment and workplace. This degree is structured so that students will have the option of selecting a set of courses in a specific field to constitute a specialization for the degree.

Upon completion of the program, students will be able to:

- Synthesize organizational management knowledge and skills needed to lead, plan, organize, and control.
- Evaluate personal management capabilities and design a plan for continual growth.
- Analyze internal and external business environments and formulate relevant strategies and solutions.
- Apply ethical theories and concepts to business decisions and solutions.
- Implement appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the business environment and workplace.
- Apply theoretical and practical knowledge to plan, organize, analyze and report data results to support business decision making.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

Requirements for admission to the Master of Science programs are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Management (MS) - Data Analytics Specialization - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
MKTG-530	Marketing Management	3
ECON-510	Economic Analysis for Managers	3
FINC-510	Financial Reporting and Analysis	3

Specialization Courses - Data Analytics

DTAN-505	Data Visualization	3
DTAN-510	Data Sources and Systems for Analytics	3
DTAN-515	Big Data	3
DTAN-525	Data Mining Concepts	3

MS - Management - Healthcare Administration Specialization

The Master of Science with a major in Management and specialization in Healthcare Administration program is designed for practicing professionals who possess a bachelor's degree in business, healthcare administration, or related healthcare field. Students participating in this program desire additional study in order to expand and enhance their ability to contribute to their

career path, company, and society. This program allows students to be engaged in working in a paid or non-paid position, (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), which may include current employment in a full-or part-time professional position, participation in job shadowing, or participation in an internship. Additionally, the program provides a foundation for future employment to extend the academic experience with practical training as noted above.

Students in this program of study will synthesize organizational management knowledge and skills, analyze internal and external business environments, and formulate relevant business and communication strategies and solutions needed to ethically lead, plan, organize, and control organizations. Students develop their own management capabilities and integrate a biblical framework that guides interactions within healthcare and business environments. This degree provides students opportunities to expand management skills while focusing on current issues and trends, organizational governance and structure, policy, and the management of technology and information within the healthcare environment.

Upon completion of the program, students will be able to:

- Synthesize organizational management knowledge and skills needed to lead, plan, organize, and control.
- Evaluate personal management capabilities and design a plan for continual growth.
- Analyze internal and external business environments and formulate relevant strategies and solutions.
- Apply ethical theories and concepts to business decisions and solutions.
- Implement appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the healthcare industry.
- Evaluate the process by which healthcare related problems are addressed through policy.
- Formulate a plan to guide implementation of technology improvements within organizations.

Admission Requirements

Requirements for admission to the Master of Science programs are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Management (MS) - Healthcare Administration Specialization - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
MKTG-530	Marketing Management	3
ECON-510	Economic Analysis for Managers	3
FINC-510	Financial Reporting and Analysis	3

Specialization Courses - Healthcare Administration

HCAD-510	Healthcare Administration Issues	3
HCAD-511	Healthcare Governance and Organizational Structure	3
HCAD-513	Healthcare Principles and Policies	3
HCAD-514	Healthcare Technology and Information Management	3

MS - Management - Information Technology Management Specialization

The Master of Science with a major in Management and a specialization in Information Technology Management program is designed for practicing professionals who possess a bachelor's degree in business or technology or possess an advanced degree in another area of specialization. Students participating in this program desire additional study in order to expand and enhance their ability to contribute to their career path, company, and society. This program allows students to be engaged in working in a paid or non-paid position, (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), which may include current employment in a full- or part-time professional position, participation in job shadowing, or participation in an internship. Additionally, the program provides a foundation for future employment to extend the academic experience with practical training as noted above.

Students in this program of study will synthesize organizational management knowledge and skills, analyze internal and external business environments and formulate relevant business and communication strategies and solutions needed to ethically lead, plan, organize, and control organizations. Students develop their own personal management capabilities and integrate a biblical framework that guides interactions within the business environment and workplace. This degree is structured so that students will have the option of selecting a set of courses in a specific field to constitute a specialization for the degree.

Upon completion of the program, students will be able to:

- Synthesize organizational management knowledge and skills needed to lead, plan, organize, and control.
- Evaluate personal management capabilities and design a plan for continual growth.
- Analyze internal and external business environments and formulate relevant strategies and solutions.
- Apply ethical theories and concepts to business decisions and solutions.
- Implement appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the business environment and workplace.
- Appraise information systems infrastructure, as well as security, legal, and compliance requirements to produce effective technology solutions for specific organizational problems.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

Requirements for admission to the Master of Science programs are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.

- Payment of all tuition and fees is required to receive a diploma.

Management (MS) - Information Technology Management Specialization - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
MKTG-530	Marketing Management	3
ECON-510	Economic Analysis for Managers	3
FINC-510	Financial Reporting and Analysis	3

Specialization Courses - Information Technology Management

CITM-501	Information Systems Infrastructure	3
CITM-502	Information Systems Security	3
CITM-503	Cyberlaw, Regulations and Compliance	3
CITM-504	Applied Information Technology Capstone	3

MS - Management - Policy and Organizational Change Specialization

The Master of Science with a major in Management and a specialization in Policy and Organizational Change program is designed for practicing professionals who possess a bachelor's degree in business or technology or possess an advanced degree in another area of specialization. Students participating in this program desire additional study in order to expand and enhance their ability to contribute to their career path, company, and society. This program allows students to be engaged in working in a paid or non-paid position, (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), which may include current employment in a full- or part-time professional position, participation in job shadowing, or participation in an internship. Additionally, the program provides a foundation for future employment to extend the academic experience with practical training as noted above.

Students in this program of study will synthesize organizational management knowledge and skills, analyze internal and external business environments, and formulate relevant business and communication strategies and solutions needed to ethically lead, plan, organize, and control organizations. Students develop their own personal management capabilities and integrate a biblical framework that guides interactions within the business environment and workplace. This degree is structured so that students will have the option of selecting a set of courses in a specific field to constitute a specialization for the degree.

Upon completion of the program, students will be able to:

- Synthesize organizational management knowledge and skills needed to lead, plan, organize, and control.
- Evaluate personal management capabilities and design a plan for continual growth.
- Analyze internal and external business environments and formulate relevant strategies and solutions.
- Apply ethical theories and concepts to business decisions and solutions.
- Implement appropriate communication strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the business environment and workplace.
- Evaluate multiple internal and external factors that guide strategies necessary to institute policy and organizational changes.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

Requirements for admission to the Master of Science programs are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of “C” in each course. A grade of “C-” or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Management (MS) - Policy and Organizational Change Specialization - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
MKTG-530	Marketing Management	3
ECON-510	Economic Analysis for Managers	3
FINC-510	Financial Reporting and Analysis	3

Specialization Courses - Policy and Organizational Change

MGMT-528	Global Management	3
MGMT-532	Leadership and Organizational Change	3
MGMT-520	Organizational Behavior	3
MGMT-522	Business Strategy and Policy	3

MBA/MS - Dual Degree - MBA Major in Project Management/MS Major in Management and Specialization in Information Technology Management

The Master of Business Administration with a major in Project Management and Master of Science with a major in Management and specialization in Information Technology Management is a dual degree program designed to further develop business leaders with strong business, management, project management, and information technology knowledge and skills. Students participating in this program desire additional study to expand and enhance their ability to contribute to their career path, company, and society. This program allows students to be engaged in working in a paid or non-paid position, (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), which may include current employment in a full- or part-time professional position, participation in job shadowing, or participation in an internship. Additionally, the program provides a foundation for future employment to extend the academic experience with practical training as noted above.

Students in this program of study will learn to make ethical decisions while creating solutions to complex business problems. In addition, creating appropriate communications strategies to achieve organizational goals will be addressed. Applying project management theories and skills and appraising information systems infrastructures will be emphasized. The integration of a biblical framework that guides interactions within the business environment and workplace will be incorporated throughout the program of study. Note: Students with a current Project Management Professional (PMP) certification will not need to take PROJ-610, PROJ-620, PROJ-630, PROJ-640, PROJ-650, and PROJ-660.

Upon completion of the program, students will be able to:

- Evaluate personal leadership and management capabilities.

- Design a plan for self-improvement and continual growth.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate communication strategies to achieve organizational goals.
- Design solutions and strategies for complex internal and external business problems.
- Integrate critical thinking and analysis with business administration and management disciplines to ensure mission success.
- Appraise information systems infrastructure, as well as security, legal, and compliance requirements to address organizational technology problems.
- Demonstrate competency in project management theory and practice.
- Integrate a biblical framework that guides interactions within the business environment.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

Requirements for admission to the dual Master of Business Administration and Master of Science degree program are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Additional Requirements

Students with a current Project Management Professional (PMP) certification will not be required to take PROJ-610, PROJ-620, PROJ-630, PROJ-640, PROJ-650, and PROJ-660. However, students will need to complete PROJ-670.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- The dual Master of Business Administration with a major in Project Management and Master of Science with a major in Management and specialization in Information Technology Management degree program must be completed within a maximum of five years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MBA and MS Dual Degree - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
FINC-510	Financial Reporting and Analysis	3
MKTG-530	Marketing Management	3
ECON-510	Economic Analysis for Managers	3
MGMT-528	Global Management	3
PROJ-610	Introduction to Project Management	3
PROJ-620	Planning I:	3

	Preparation/Scope/Quality/ Risk	
PROJ-630	Planning II: Schedule/Budget/ Procurement	3
PROJ-640	Talent Management	3
PROJ-650	Monitoring and Control	3
PROJ-660	Project Close Out	3
PROJ-670	Advanced Project Management Topics	3
CITM-501	Information Systems Infrastructure	3
CITM-502	Information Systems Security	3
CITM-503	Cyberlaw, Regulations and Compliance	3
CITM-504	Applied Information Technology Capstone	3
CITM-505	Current and Emerging Technologies	3
CITM-506	Information Systems Strategy and Policy	3

Doctoral Degree Programs

DBA - Data Analytics Specialization

The Doctor in Business Administration with a specialization in Data Analytics prepares students for careers in business education, consulting, and business leadership where data analytics is a core set of skills. Students will create new applications of knowledge and design solutions for real world management problems consistent with the Virtuous Business Model. Students will integrate forward-thinking virtuous leadership into global team-based business practices and into their personal and professional lives. The Virtuous Business Model will be used throughout the program.

The program is designed for practicing professionals who possess a master's degree in business or technology or possess an advanced degree in another area of specialization. Students participating in this program desire additional study in order to expand and enhance their ability to contribute to their career path, company, and society. This program allows students to be engaged in working in a paid or non-paid position, (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), which may include current employment in a full- or part-time professional position, participation in job shadowing, or participation in an internship. Additionally, the program provides a foundation for future employment to extend the academic experience with practical training as noted above.

The program also offers incoming Master of Science with a major in Management and a specialization in Data Analytics or a Master of Business Administration with a specialization in Data Analytics graduate students advanced standing toward the Doctor in Business Administration with a specialization in Data Analytics.

Graduates of the program will be able to:

- Integrate forward-thinking virtuous leadership into the global team-based business practice.
- Create ethical change management solutions and strategies for complex business problems.
- Synthesize advanced research in education, consulting, or business leadership into their doctoral practice.
- Create new knowledge for application in the global workplace.
- Integrate a virtuous worldview into both their personal and professional lives.
- Design solutions to real-world problems using data analytics and applications of theory or changes in present practice.

Admission Requirements

Requirements for admission to the Doctor in Business Administration with a specialization in Data Analytics are as follows:

- A Master's degree in a business discipline from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.

- A graduate grade point average (GPA) of 3.25 or higher from the graduate degree granting institution with at least five-years work experience in data analytics or technology. If an applicant's GPA is below 3.25, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, and Leadership. The five year work experience is waived for alumni of an IWU degree in Master of Science with a Data Analytics Specialization or Master of Business Administration with a Data Analytics Specialization.

MGMT-601 is a pre-requisite for the Doctor of Business Administration Program. Students must complete this pre-requisite course with at least a grade of "B" by the end of the first term of the program. However, this requirement is waived for students who have a Bachelor's or Master's in business, business administration, accounting, finance, marketing, management, or other related discipline from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

Time Limit for Degree

The Applied Doctoral Project must be completed within six years after starting the program, which begins with BADM-701. A student who has completed coursework is required to remain continuously enrolled in BADM-759 or be terminated from the DBA Program. A student who has not completed their Applied Doctoral Project within the six-year period will be terminated from the DBA Program. Students nearing the end of the six-year period may be provided with a schedule of benchmark tasks that are required to be completed before the six-year deadline expires. Students who do not meet those benchmark tasks on schedule may be terminated from the DBA Program due to the insufficient time remaining to meet requirements.

Graduation Requirements

- Complete all credit-hours required in the curriculum sequence with a minimum GPA of 3.25 and a minimum grade of "B-" in each course. A grade of "C+" below will require the course to be repeated.
- Successful completion and approval of the doctoral project.
- Payment of all tuition and fees is required to receive a diploma.

DBA - Specialization in Data Analytics - Program of Study

Core Courses

BADM-700	The Craft of Academic Writing for Business	4
BADM-701	Residency 1: The DBA Journey	1
BADM-702	Foundations of Doctoral Research	4
BADM-703	Virtuous Leadership and Global Based Teams	4
BADM-704	Economic Analysis for Virtuous Leaders	4
BADM-705	Virtuous Marketing	4
BADM-706	Residency 2: Success Skills	1
BADM-707	Data Analytics and Research	4
BADM-708	Virtuous Business in a Global Marketplace	4
BADM-709	Current Issues for the Virtuous Organization	4
BADM-711	Residency 3: Presenting Doctoral Findings	1
BADM-792	Applied Doctoral Project Assessment	1
BADM-785	Comprehensive Exam	1

Career Seminar Courses

Select one of the following:

BADM-781	Teaching Practice Seminar	4
BADM-782	Leadership Practice Seminar	4
BADM-783	Consulting Practice Seminar	4

Specialization Courses - Data Analytics

DTAN-705	Data Visualization	3
DTAN-710	Data Sources and Systems for Analytics	3
DTAN-715	Big Data	3
DTAN-725	Data Mining Concepts	3
DTAN-745	Advanced Application of Data Analytics	4
DTAN-791	Scholar-Practitioner Seminar: Data Analytics	3

Total Credit Hours for Degree: 60

DBA - Healthcare Administration Specialization

The Doctor of Business Administration with a specialization in Healthcare Administration prepares students for administrative careers in healthcare education, consulting, and organizational leadership. Students will create new knowledge and skills and design change management solutions and strategies for real world healthcare administrative problems consistent with the Virtuous Business Model. Students will integrate forward-thinking virtuous leadership into global team-based business practices and into their personal and professional lives. The Virtuous Business Model will be used throughout the program.

This program is designed for practicing professionals who possess a master's degree in business or technology or possess an advanced degree in another area of specialization. Students participating in this program desire additional study in order to expand and enhance their ability to contribute to their career path, company, and society. This program allows students to be engaged in working in a paid or non-paid position, (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), which may include current employment in a full- or part-time professional position, participation in job shadowing, or participation in an internship. Additionally, the program provides a foundation for future employment to extend the academic experience with practical training as noted above.

Graduates of the program will be able to:

- Integrate forward-thinking virtuous leadership into the global team-based business practice.
- Create ethical change management solutions and strategies for complex business problems.
- Synthesize advanced research in education, consulting, or business leadership into their doctoral practice.
- Create new knowledge for application in the global workplace.
- Integrate a virtuous worldview into both their personal and professional lives.
- Design solutions to real world healthcare problems using new applications of theory or changes of practice.

Admission Requirements

Requirements for admission to the Doctor in Business Administration with a specialization in Healthcare Administration are as follows:

- A Master's degree in a business or healthcare related discipline with at least five years of experience in healthcare administration. Only degrees from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). Degrees must be verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A graduate grade point average (GPA) of 3.25 or higher from the graduate degree granting institution with at least five years of work experience in healthcare administration or related field. If an applicant's GPA is below 3.25, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

MGMT-601 is a pre-requisite for the Doctor of Business Administration Program. Students must complete this pre-requisite course with at least a grade of "B" by the end of the first term of the program. However, this requirement is waived for students who have a Bachelor's or Master's in business, business administration, accounting, finance, marketing, management, or other related discipline from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

Time Limit for Degree

The Applied Doctoral Project must be completed within six years after starting the program, which begins with BADM-701. A student who has completed coursework is required to remain continuously enrolled in BADM-759 or be terminated from the DBA Program. A student who has not completed their Applied Doctoral Project within the six-year period will be terminated from the DBA Program. Students nearing the end of the six-year period may be provided with a schedule of benchmark tasks that are required to be completed before the six-year deadline expires. Students who do not meet those benchmark tasks on schedule may be terminated from the DBA Program due to the insufficient time remaining to meet requirements.

Graduation Requirements

- Complete all credit-hours required in the curriculum sequence with a minimum GPA of 3.25 and a minimum grade of "B-" in each course. A grade of "C+" or below will require the course to be repeated.
- Successful completion and approval of the doctoral project.
- Payment of all tuition and fees is required to receive a diploma.

DBA - Specialization in Healthcare Administration - Program of Study

Core Courses

BADM-700	The Craft of Academic Writing for Business	4
BADM-701	Residency 1: The DBA Journey	1
BADM-702	Foundations of Doctoral Research	4
BADM-703	Virtuous Leadership and Global Based Teams	4
BADM-704	Economic Analysis for Virtuous Leaders	4
BADM-705	Virtuous Marketing	4
BADM-706	Residency 2: Success Skills	1
BADM-707	Data Analytics and Research	4
BADM-708	Virtuous Business in a Global Marketplace	4
BADM-709	Current Issues for the Virtuous Organization	4
BADM-711	Residency 3: Presenting Doctoral Findings	1
BADM-792	Applied Doctoral Project Assessment	1
BADM-785	Comprehensive Exam	1

Career Seminar Courses

Select one of the following:

BADM-781	Teaching Practice Seminar	4
BADM-782	Leadership Practice Seminar	4
BADM-783	Consulting Practice Seminar	4

Specialization Courses - Healthcare Administration

HCAD-730	Organizational, Community, and Global Health Administration	4
HCAD-731	Healthcare Law, Governance, and Ethics	4
HCAD-732	Healthcare Innovation, Informatics, and Change Management	4
HCAD-733	Issues in Strategic Planning and Organizational Development for Healthcare Administrators	4
HCAD-791	Scholar-Practitioner Seminar: Healthcare Administration	3

Total Credit Hours for Degree: 60

DBA - Information Systems Specialization

The Doctor in Business Administration with a specialization in Information Systems prepares students for careers in business education, consulting, and business leadership. Students will create new knowledge and skills and design change management solutions and strategies for real world management problems consistent with the Virtuous Business Model. Students will integrate forward-thinking virtuous leadership into the global team-based business practice and into their personal and professional lives. The Virtuous Business Model is integrated throughout the program.

This program is designed for practicing professionals who possess a master's degree in business or technology or possess an advanced degree in another area of specialization. Students participating in this program desire additional study in order to expand and enhance their ability to contribute to their career path, company, and society. This program allows students to be engaged in working in a paid or non-paid position, (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), which may include current employment in a full- or part-time professional position, participation in job shadowing, or participation in an internship. Additionally, the program provides a foundation for future employment to extend the academic experience with practical training as noted above.

Graduates of the program will be able to:

- Integrate forward-thinking virtuous leadership into the global team-based business practice.
- Create ethical change management solutions and strategies for complex business problems.
- Synthesize advanced research in education, consulting, or business leadership into their doctoral practice.
- Create new knowledge for application in the global workplace.
- Integrate a virtuous worldview into both their personal and professional lives.
- Design solutions to real-world information system problems using new applications of theory or changes in present practice.

Admission Requirements

Requirements for admission to the Doctor in Business Administration with a specialization in Information Systems are as follows:

- A Master's degree in Information Technology, Information Management, Information Systems or related discipline from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A graduate grade point average (GPA) of 3.25 or higher from the graduate degree granting institution with at least five years' work experience in information systems or technology. If an applicant's GPA is below 3.25, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

MGMT-601 is a pre-requisite for the Doctor of Business Administration Program. Students must complete this pre-requisite course with at least a grade of "B" by the end of the first term of the program. However, this requirement is waived for students who have a Bachelor's or Master's in business, business administration, accounting, finance, marketing, management, or other related discipline from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

Time Limit for Degree

The Applied Doctoral Project must be completed within six years after starting the program, which begins with BADM-701. A student who has completed coursework is required to remain continuously enrolled in BADM-759 or be terminated from the DBA Program. A student who has not completed their Applied Doctoral Project within the six-year period will be terminated from the DBA Program. Students nearing the end of the six-year period may be provided with a schedule of benchmark tasks that are required to be completed before the six-year deadline expires. Students who do not meet those benchmark tasks on schedule may be terminated from the DBA Program due to the insufficient time remaining to meet requirements.

Graduation Requirements

- Complete all credit-hours required in the curriculum sequence with a minimum GPA of 3.25 and a minimum grade of "B-" in each course. A grade of "C+" or below will require the course to be repeated.
- Successful completion and approval of the doctoral project.
- Payment of all tuition and fees is required to receive a diploma.

DBA - Specialization in Information Systems - Program of Study

Core Courses

BADM-700	The Craft of Academic Writing for Business	4
BADM-701	Residency 1: The DBA Journey	1
BADM-702	Foundations of Doctoral Research	4
BADM-703	Virtuous Leadership and Global Based Teams	4
BADM-704	Economic Analysis for Virtuous Leaders	4
BADM-705	Virtuous Marketing	4
BADM-706	Residency 2: Success Skills	1
BADM-707	Data Analytics and Research	4
BADM-708	Virtuous Business in a Global Marketplace	4
BADM-709	Current Issues for the Virtuous Organization	4
BADM-711	Residency 3: Presenting Doctoral Findings	1
BADM-792	Applied Doctoral Project Assessment	1
BADM-785	Comprehensive Exam	1

Career Seminar Courses

Select one of the following:

BADM-781	Teaching Practice Seminar	4
BADM-782	Leadership Practice Seminar	4
BADM-783	Consulting Practice Seminar	4

Specialization Courses - Information Systems

INSY-730	Emerging Technologies	4
INSY-731	Information Compliance and Risk	4
INSY-732	Assessment and Optimization of Technology	4
INSY-733	Strategic Information Systems Management	4
INSY-791	Scholar-Practitioner Seminar: Information Systems	3

Total Credit Hours for Degree: 60

DBA - Management Specialization

The Doctor in Business Administration with a specialization in Management prepares students for managerial careers in business education, consulting, and business leadership. Students will create new knowledge and skills and design change management solutions and strategies for real world management problems consistent with the Virtuous Business Model. Students will integrate forward-thinking virtuous leadership into global team-based business practices and into their personal and professional lives. The Virtuous Business Model will be used throughout the program.

The program is designed for practicing professionals who possess a master's degree in business or technology or possess an advanced degree in another area of specialization. Students participating in this program desire additional study in order to

expand and enhance their ability to contribute to their career path, company, and society. This program allows students to be engaged in working in a paid or non-paid position, (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), which may include current employment in a full- or part-time professional position, participation in job shadowing, or participation in an internship. Additionally, the program provides a foundation for future employment to extend the academic experience with practical training as noted above.

Graduates of the program will be able to:

- Integrate forward-thinking virtuous leadership into the global team-based business practice.
- Create ethical change management solutions and strategies for complex business problems.
- Synthesize advanced research in education, consulting, or business leadership into their doctoral practice.
- Create new knowledge for application in the global workplace.
- Integrate a virtuous worldview into both their personal and professional lives.
- Design solutions to management problems using new applications of theory or changes in present management practice.

Admission Requirements

Requirements for admission to the Doctor in Business Administration with a specialization in Management are as follows:

- A Master's degree in a business discipline from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A graduate grade point average (GPA) of 3.25 or higher from the graduate degree granting institution with at least five years work experience in management or a business-related discipline. If an applicant's GPA is below 3.25, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

MGMT-601 is a pre-requisite for the Doctor of Business Administration Program. Students must complete this pre-requisite course with at least a grade of "B" by the end of the first term of the program. However, this requirement is waived for students who have a Bachelor's or Master's in business, business administration, accounting, finance, marketing, management, or other related discipline from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

Time Limit for Degree

The Applied Doctoral Project must be completed within six years after starting the program, which begins with BADM-701. A student who has completed coursework is required to remain continuously enrolled in BADM-759 or be terminated from the DBA Program. A student who has not completed their Applied Doctoral Project within the six-year period will be terminated from the DBA Program. Students nearing the end of the six-year period may be provided with a schedule of benchmark tasks that are required to be completed before the six-year deadline expires. Students who do not meet those benchmark tasks on schedule may be terminated from the DBA Program due to the insufficient time remaining to meet requirements.

Graduation Requirements

- Complete all credit-hours required in the curriculum sequence with a minimum GPA of 3.25 and a minimum grade of "B-" in each course. A grade of "C+" or below will require the course to be repeated.
- Successful completion and approval of the doctoral project.
- Payment of all tuition and fees is required to receive a diploma.

DBA - Specialization in Management - Program of Study

Core Courses

BADM-700	The Craft of Academic Writing for Business	4
BADM-701	Residency 1: The DBA Journey	1
BADM-702	Foundations of Doctoral Research	4
BADM-703	Virtuous Leadership and Global	4

	Based Teams	
BADM-704	Economic Analysis for Virtuous Leaders	4
BADM-705	Virtuous Marketing	4
BADM-706	Residency 2: Success Skills	1
BADM-707	Data Analytics and Research	4
BADM-708	Virtuous Business in a Global Marketplace	4
BADM-709	Current Issues for the Virtuous Organization	4
BADM-711	Residency 3: Presenting Doctoral Findings	1
BADM-792	Applied Doctoral Project Assessment	1
BADM-785	Comprehensive Exam	1

Career Seminar Courses

Select one of the following:

BADM-781	Teaching Practice Seminar	4
BADM-782	Leadership Practice Seminar	4
BADM-783	Consulting Practice Seminar	4

Specialization Courses - Management

MGMT-730	Negotiation and Conflict Management	4
MGMT-731	Organizational Development	4
MGMT-732	Innovation and Change Management	4
MGMT-733	Vision and Virtue: Keys to Strategic Planning	4
MGMT-791	Scholar-Practitioner Seminar: Management	3

Total Credit Hours for Degree: 60

DBA - Completion

The Doctoral Completion Program: Doctor of Business Administration (DBA) helps students, who started but have not finished a doctoral business or business-related program, complete a DBA. This bridge program prepares students for careers in business education, consulting, and business leadership. Students will create new knowledge and skills for application in the global workplace leading to advanced ethical change management solutions and strategies for complex business problems. Students will integrate forward-thinking virtuous leadership into the global team-based business practice and a virtuous worldview into their personal and professional lives. Students will design solutions to real-world business problems using new applications of theory or changes in present practice. The Virtuous Business Model is integrated throughout the program.

Graduates of the program will be able to:

- Integrate forward-thinking virtuous leadership into the global team-based business practice.
- Create advanced ethical change management solutions and strategies for complex business problems.
- Synthesize advanced research in business education, consulting, or business leadership into their doctoral practice.
- Create new knowledge for application in the global workplace.
- Integrate a virtuous worldview into both their personal and professional lives.
- Design solutions to business problems using new applications of theory or changes in present practice.

Admission Requirements

Requirements for admission to the Doctoral Completion Program: DBA are as follows:

- A minimum of at least 30 credit hours at the doctoral level that must include at least eight credits in research philosophy, methodology, or data analysis and at least 18 credits in a business or business-related discipline such as management, finance, accounting, healthcare administration, information systems, etc. Credits must have been earned within the last eight years, and the student must have been in good standing in the previous doctoral program. However, credits up to 12 years of age may be accepted upon approval of the chair. Students lacking some of the required credits for admission may be accepted provisionally but required to complete the missing courses before beginning the course of study for the bridge program. Students may not use doctoral credits earned at IWU as the basis for meeting the admissions requirements of the DBA completion program without the approval of the chairs of both their original doctoral program and the DBA.
- A graduate grade point average (GPA) of 3.25 or higher and a minimum grade of "B-" in each course in the doctoral level courses, from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

MGMT-601 is a pre-requisite for the Doctoral Completion: DBA. Students must complete this pre-requisite course with at least a grade of "B" by the end of the first term of the program. However, this requirement is waived for students who have a Bachelor's or Master's in business, business administration, accounting, finance, marketing, management, or other related discipline from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

Transfer Credit Policy

- No more than 35% of a graduate degree or certificate program may be satisfied by transfer credit per IWU University Policy on Academic Credentials, Programs, and Credit Hours.
- For the Doctoral Completion Program: DBA, a maximum of eight (8) credits may be transferred into the program.

Time Limit for Degree

The Applied Doctoral Project must be completed within six years after starting the program, which begins with BADM-701. A student who has completed coursework is required to remain continuously enrolled in BADM-759 or be terminated from the DBA Program. A student who has not completed their Applied Doctoral Project within the six-year period will be terminated from the DBA Program. Students nearing the end of the six-year period may be provided with a schedule of benchmark tasks that are required to be completed before the six-year deadline expires. Students who do not meet those benchmark tasks on schedule may be terminated from the DBA Program due to the insufficient time remaining to meet requirements.

Graduation Requirements

- Complete all credit-hours required in the curriculum sequence with a minimum GPA of 3.25 and a minimum grade of "B-" in each course. A grade of "C+" or below will require the course to be repeated.
- Twenty-two (22) credits must be completed at IWU and include the following courses: BADM-701, 1 credit; BADM-706, 1 credit; BADM-711, 1 credit; BADM-703, 4 credits; BADM-720, 2 credits; BADM-785, 1 credit; BADM-791, 3 credits; BADM-792, 1 credit; MGMT-731, 4 credits; and MGMT-732, 4 credits.
- Successful completion and approval of the doctoral project.
- Payment of all tuition and fees is required to receive a diploma.

DBA - Completion - Program of Study

Core Courses

BADM-701	Residency 1: The DBA Journey	1
BADM-703	Virtuous Leadership and Global Based Teams	4
BADM-720	Writing for Business Practitioners	2
BADM-706	Residency 2: Success Skills	1
MGMT-731	Organizational Development	4
BADM-708	Virtuous Business in a Global Marketplace	4

MGMT-732	Innovation and Change Management	4
BADM-791	Scholar-Practitioner Seminar: Business Administration	3
BADM-711	Residency 3: Presenting Doctoral Findings	1
BADM-792	Applied Doctoral Project Assessment	1
BADM-785	Comprehensive Exam	1

Elective Courses

Select one of the following:

BADM-704	Economic Analysis for Virtuous Leaders	4
BADM-705	Virtuous Marketing	4
BADM-709	Current Issues for the Virtuous Organization	4

Division of Technology

Programs offered are:

- Undergraduate Certificates in:
 - Cyber Analyst (p. 446)
- Associate of Science degree with majors in:
 - Computer Information Technology (p. 447)
- Bachelor of Science degree with majors in:
 - Cybersecurity with Cyber Analyst Specialization (p. 449)
 - Information Technology with Information Technology Management Specialization (p. 450)
- Additionally, the following minors are available for bachelor degree students.
 - Information Technology (p. 452)
- Master of Science Degree with majors in:
 - Information Technology Leadership (p. 453)

IWU reserves the right to move students to another date, location, or online if less than eight students are registered at a particular location.

The curriculum will be completed in the order established by Indiana Wesleyan University. The university reserves the right to modify the curriculum as necessary.

Undergraduate Degree Programs

Undergraduate Certificate Programs

Undergraduate Certificate - Cyber Analyst

The Cyber Analyst Certificate is designed to deliver training that prepares students for a cyber analyst role. The student will be engaged in and exposed to a series of highly-relevant online labs to evaluate features, systems and equipment for the purpose of ensuring the security of systems. Courses in the certificate program are designed to prepare learners for success on the Security+ and CySA+, Network+, and Security+ Certification exams.

Upon completion of the program, students will be able to:

- Explain the concepts of computer networking fundamentals as they relate to the cybersecurity domain.
- Apply best practices in cybersecurity frameworks.
- Utilize best practices in vulnerability assessment to secure a technology environment.
- Apply biblical wisdom and Christian ethics to the field of cybersecurity.
- Evaluate technical requirements for system security solutions by applying appropriate information technology frameworks.
- Employ various technologies to network system administration.

Admissions Requirements

- Accepted as a regular degree seeking student or as an unclassified student.
- Unclassified student requires proof of high school graduation.

Graduation Requirements

- 18 credit hours from the courses specified in the certificate program.
- Minimum grade of “C” in each course.
- Payment of all tuition and fees is required to receive certificate.

Undergraduate Certificate Cyber Analyst - Program of Study

Required Courses

Courses must be completed with a grade of "C" or higher.

CYB-300	Risk Management and Information Technology Security	3
CYB-310	Securing Information Technology and Network Infrastructures	3
CYB-320	Authorization and Access Security	3
CYB-330	Securing Windows and Linux	3
CYB-340	Securing Cloud and Web Applications	3
CYB-350	Hacking Techniques and Countermeasures	3

Associate Degree Programs

AS - Computer Information Technology

The Associate of Science degree with a major in Computer Information Technology is designed to provide the graduate with a foundation for success at an entry-level position in the information technology field and provides the basis for completion of a Bachelor's degree. Instructional methods include lectures, seminars, workshop activities, simulation, and physical manipulation of computer equipment.

Upon completion of the program, students will be able to:

- Demonstrate knowledge of how modern technology is used in business.
- Demonstrate competency in the application of fundamental computer information technology and business principles.
- Develop foundational software knowledge and skills.
- Integrate a biblical framework that guides business and personal interactions.
- Demonstrate competent computer programming skills.
- Apply information management skills to business decision-making.

Admission Requirements

The admission requirements for the associate degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of standard high school diploma or GED certification.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business, Technology, & Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.
- Associate programs offered through the College of Adult and Professional Studies require a minimum of 15 credit hours of courses in the academic major to be taken at Indiana Wesleyan University.

No more than 75% of the requirements for an IWU undergraduate degree or certificate and no more than 50% of the coursework in the major may be satisfied by transfer.

Assessed credit for certification requirements may be granted through IWU's assessment of prior learning process for the following:

- Corresponding coursework/certifications documented on a transcript/certificate from a recognized computer information technology certifying body

Graduation Requirements

To graduate with an associate degree with a major in Computer Information Technology from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 60 hours.
- Completion of foundational requirements, specified general education requirements, and major requirements.
- Completion of 24 hours of general education requirements as specified (General Education Requirements (p. 332)).
- Completion of 33 hours in the major with a minimum G.P.A. of 2.0. Fifteen hours in the major must be completed at IWU.
- Cumulative GPA of 2.0 or higher.
- Payment of all tuition and fees is required to receive a diploma.

Computer Information Technology - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Core Courses

BIS-225	Microsoft Office Applications	3
BUS-150	Personal Finance	3
CIT-112	Computer Information Technology	3
CIT-124	Computer Programming I	3
CIT-126	Computer Programming II	3
CIT-140	Operating Systems Concepts	3
CIT-224	Network Systems	3
CIT-260	Database Concepts	3
CIT-270	Basic Web Design and Development	3
CIT-272	Hardware and Software Troubleshooting	3
CIT-280	Project Management and Integration -	3

Capstone

Bachelor Degree Programs**BS - Cybersecurity - Cyber Analyst Specialization**

Learners who complete the Bachelor of Science with a major in Cybersecurity and specialization in Cyber Analyst program will be able to demonstrate the ability to apply current best practices in cybersecurity frameworks, IT governance, risk management, and vulnerability assessment. Students will distinguish how concepts of computer networking, digital forensics, and database technology relate to the cybersecurity domain. Students will demonstrate the ability to employ hacking and discovery tools as well as scripting languages. Biblical wisdom and Christian ethics are integrated into the coursework. Specializations are available for the program. Courses in the Cyber Analyst Specialization are designed to prepare learners for success on the CySA+, Network+, and Security+ Certification exams.

Upon completion of the program, students will be able to:

- Distinguish how the concepts of computer networking fundamentals relate to the cybersecurity domain.
- Model best practices utilized in cybersecurity frameworks.
- Utilize a vulnerability assessment to secure a technology environment.
- Demonstrate the ability to communicate cogently on cybersecurity topics.
- Apply biblical wisdom and Christian ethics to the field of cybersecurity.
- Cyber Analyst Specialization - Evaluate technical requirements for systems security solutions by applying appropriate information technology frameworks.
- Cyber Analyst Specialization - Employ various technologies to network system administration.

Admission Requirements

The admission requirements for Bachelor of Science degree with a major in Cybersecurity and a specialization in Cyber Analyst from the College of Adult and Professional Studies at Indiana Wesleyan University, are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer/Assessed Credit Policy

Transfer credit for degree requirements for undergraduate programs within the College of Adult and Professional Studies may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of “C”.
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.

Assessed credit for degree requirements may be granted through IWU’s assessment of prior learning process for the following:

- Corresponding coursework documented on a transcript/certification from a recognized national, state, county, or municipal training council or academy.

- Documentation of applicable computer or information technology (IT) certifications

Graduation Requirements

To graduate with a baccalaureate degree with a major in Cybersecurity and a specialization in Cyber Analyst from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required core courses and specialization courses with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma.

Cybersecurity - Cyber Analyst - Program of Study

Core Courses

BIS-216	Information Systems and Project Management	3
MGT-445	Ethical and Legal Business Concepts	3
BIS-320	Managerial Relational Database Systems	3
MGT-451	Quality and Project Decision-Making for Managers	3
BIS-324	Networking, Systems and Security	3
BIS-353	Web Application Development	3
STA-320	Business Statistics	3
BIS-460	Business Systems Analysis and Design Seminar	3

Specialization Courses - Cyber Analyst

CYB-300	Risk Management and Information Technology Security	3
CYB-310	Securing Information Technology and Network Infrastructures	3
CYB-320	Authorization and Access Security	3
CYB-330	Securing Windows and Linux	3
CYB-340	Securing Cloud and Web Applications	3
CYB-350	Hacking Techniques and Countermeasures	3

BS - Information Technology - Information Technology Management Specialization

The Bachelor of Science in Information Technology with a specialization in Information Technology Management emphasizes skill development in business and information technology management. This includes analysis and problem solving, application of global perspectives, using appropriate methods of communication in the workplace, applying relevant technologies, and developing ethical solutions using critical thinking. Students will learn to manage the information technology function of a business using industry standard processes and practices. A biblical framework will be integrated into business and information technology applications presented in the program.

As a part of this program of study, students will be prepared to take the Information Technology Infrastructure Library (ITIL) v4 Foundation Certification Exam, an internationally recognized industry certification.

Upon completion of the program, students will be able to:

- Apply knowledge to integrate and maintain technology solutions in business.
- Differentiate network technology and information systems security.

- Utilize project management skills to track information technology projects.
- Identify ethical and legal issues that impact information technology.
- Utilize information technology tools and applications according to professional principles and standards.
- Integrate a biblical framework to applications in the information technology field.
- Utilize knowledge of contracts within the function of information technology management in business.
- Develop foundational expertise in information technology service management.
- Build strategies for global information technology projects.
- Evaluate accounting and financial reports for business.
- Apply risk management best practices to information systems in business.
- Build strategies to solve common data center operational problems

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum and locations offered as necessary.

Admission Requirements

The admission requirements for Bachelor of Science degree with a major in Information Technology offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business , Technology, & Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the DeVoe School of Business, Technology, & Leadership.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Information Technology from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma. (p. 449)

(p. 449)

BS - Information Technology - Information Technology Management Specialization - Program of Study

Core Courses

BIS-216	Information Systems and Project Management	3
MGT-445	Ethical and Legal Business Concepts	3
BIS-320	Managerial Relational Database Systems	3
MGT-451	Quality and Project Decision-Making for Managers	3
BIS-324	Networking, Systems and Security	3
BIS-353	Web Application Development	3
STA-320	Business Statistics	3
BIS-460	Business Systems Analysis and Design Seminar	3

Specialization Courses - Information Technology Management

CYB-300	Risk Management and Information Technology Security	3
FIN-315	Accounting and Financial Concepts of Business	3
ITM-470	Information Technology Systems Management	3
ITM-471	Information Technology Contract Management	3
ITM-472	Information Technology Service Management	3
ITM-473	Global Information Technology Projects	3

Minors

Minor - Information Technology

The minor in Information Technology is available to a bachelor degree seeking student in the College of Adult and Professional Studies. Courses may not count toward both a minor and a major. Six of the credits for the minor may be earned through transfer of courses from an accredited institution, through credit by examination, or through the assessment of prior learning process at IWU.

Information Technology Minor - Program of Study

Required Courses

CIT-112	Computer Information Technology	3
CIT-140	Operating Systems Concepts	3

Four classes from the following:

CIT 120	Introduction to Programming Concepts	3
BIS-225	Microsoft Office Applications	3
CIT-260	Database Concepts	3
CIT 262	Network Communications	3
CIT-270	Basic Web Design and Development	3
CIT-272	Hardware and Software Troubleshooting	3

Graduate Degree Programs

Master of Science Degree Programs

MS - Information Technology Leadership

Students in the Master of Science with a major in Information Technology Leadership program will develop and apply fundamental knowledge of leadership theory and skills within the information technology field. Students participating in this program desire additional study in order to expand and enhance their ability to contribute to their career path, company, and society. This program allows students to be engaged in working in a paid or non-paid position, (provided this employment is appropriate for a training opportunity, considering the goals and requirements of the degree program), which may include current employment in a full- or part-time professional position, participation in job shadowing, or participation in an internship. Additionally, the program provides a foundation for future employment to extend the academic experience with practical training as noted above.

Learning how to effectively lead people, promote organizational learning, and initiate change within the information technology environment will be covered. Historical and contemporary leadership theories, along with key leadership competencies for a multicultural and global information technology setting will be emphasized. Students will evaluate information systems infrastructure to resolve specific organizational programs and processes. Various technologies to devise and resolve information system issues will be appraised. Students will develop the ability to identify potential vendors, negotiate contracts, and evaluate domestic and international outsourcing options to meet information technology needs within an organization. Learning how to apply appropriate security, regulation, and compliance requirements to organizational information technology systems will be emphasized. An ethical leadership framework and faith perspective to guide interactions within an information technology environment will be highlighted throughout the program of study.

Upon completion of the program, students will be able to:

- Evaluate information systems infrastructure to resolve specific organizational problems.
- Appraise technologies to devise appropriate solutions for information technology issues.
- Demonstrate the ability to identify potential vendors, negotiate contracts, and evaluate domestic and international outsourcing options to meet information technology needs of an organization.
- Synthesize historical and contemporary leadership theories to guide the effective practice of organizational leadership within an information technology context.
- Evaluate the competencies required to lead effectively in a multicultural and global information technology environment.
- Apply appropriate security, regulation, and compliance requirements to an organization's information technology systems and platforms.
- Integrate an ethical framework and faith perspective to guide interactions within an information technology environment.

Admission Requirements

Requirements for admission to the Master of Science with a major in Information Technology Leadership are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on official transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership.

Graduation Requirements

To graduate, students must have completed all of the following:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.

- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Information Technology Leadership (MS) - Program of Study

Core Courses

MGMT-501	Foundations of Graduate Business	3
COMM-515	Decision-Making and Essential Business Communication	3
MOL-500	Leadership Theory	3
MOL-520	Ethical Challenges of Leadership	3
MOL-525	Organizational Behavior and Communication	3
MOL-530	Organizational Learning and Change	3
MOL-550	Organizational Leadership in a Global Context	3
MOL-540	Research and Evaluation Methods for Leaders	3
CITM-505	Current and Emerging Technologies	3
CITM-506	Information Systems Strategy and Policy	3
CITM-507	Consulting, Contracting, and Outsourcing in Information Technology Management	3
CITM-504	Applied Information Technology Capstone	3

Division of Leadership & Followership Studies

Programs offered are:

- Associate of Science degree with majors in:
 - Mission-Driven Leadership (p. 455)
- Bachelor of Science degree with majors in:
 - Mission-Driven Leadership (p. 456)
 - Organizational Leadership (p. 458)
 - Service and Leadership (p. 460)
- Master of Arts Degree with majors in:
 - Organizational Leadership (p. 463)
 - Sports Leadership (p. 464)
- Master of Public Administration with specializations in:
 - Criminal Justice (p. 465)
 - Non-Profit Leadership (p. 466)
 - Public Management (p. 467)
- Doctor of Philosophy with major in:
 - Organizational Leadership (p. 469)

IWU reserves the right to move students to another date, location, or online if less than eight students are registered at a particular location.

The curriculum will be completed in the order established by Indiana Wesleyan University. The university reserves the right to modify the curriculum as necessary.

Undergraduate Degree Programs

Associate Degree Programs

AS - Mission-Driven Leadership

The Associate of Science degree with a major in Mission-Driven Leadership provides a foundational framework of leadership and mission primarily within Gospel-centered organizations, including churches, Christian non-profits, and other parachurch organizations. The program is also highly relevant in other organizational contexts, especially for leaders or organizational members who are faith-based or positively faith-leaning in their perspectives. The program combines relevant education in ministry concepts, leadership, and biblical studies to provide a foundation for leaders in any of these organizations. Key components of the program include exploration of the student's personal calling, a focus on character development as the basis of effective leadership, fit or purpose within the organization, and integration of site-based mission-fulfillment labs, which provide students the opportunity to apply their classroom knowledge in a local missional setting through experiential discovery and learning.

Upon completion of the Associate of Science degree with a major in Mission-Driven Leadership, students will be able to:

- Utilize fundamental biblical and theological concepts for leadership and management in the organization and mission.
- Demonstrate foundational leadership and management practices.
- Demonstrate basic knowledge, skills, and abilities to organize, lead, and multiply missional initiatives that engage multiple constituencies.
- Articulate a foundational perspective on life calling, self-leadership, and career within the context of faith-oriented and mission-driven organizations.

Admission Requirements

The admission requirements for the AS in Mission-Driven Leadership offered through the College of Adult and Professional Studies are as follows:

- Proof of standard high school diploma or GED certification.

Transfer/Assessed Credit Policy

Transfer credit for degree requirements for undergraduate programs within the College of Adult and Professional Studies may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C."
- Credit must be 100 level or above.
- Courses must be approved by the Division of Leadership & Followership Studies.
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.
- Associate programs offered through the College of Adult and Professional Studies require a minimum of 15 credit hours of courses in the academic major to be taken at Indiana Wesleyan University.
- Assessed credit for degree requirements may be granted through IWU's assessment of prior learning.

Graduation Requirements

To graduate with an Associates of Science in Mission-Driven Leadership, DeVoe School of Business, Technology, & Leadership, College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 60 semester hours.
- Completion of the required core courses with a GPA of 2.0 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 24 hours of general education requirements as specified (General Education Requirements (p. 327)).
- Payment of all tuition and fees is required to receive a diploma.

AS - Mission-Driven Leadership - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Bible Courses

BIB-120	The Bible As Literature (also meets General Education Requirement)	3

BIB-121	Bible Journeys (also meets General Education Requirement)	3

Personal Mission Courses

BUS-150	Personal Finance	3

LDR-201	Foundations of Life Calling	3

MDL-201	Christian Spiritual Formation for Leaders and Followers	3

Leadership Courses

LDR-205	Introduction to Leading	3

LDR-220	Developing the Self As Leader	3

Capstone Course

LDR-270	Public Service and Management Capstone	3

Mission Labs Courses

Students may complete up to 9 credit hours in experiential learning at the Associate's degree level by completing mission labs. Each lab may be completed up to two times. Completing LDR-111 and LDR-211 at Associates' level recommended.

LDR-111	Mission-Driven Leadership Lab 1 - Self Leadership	3

LDR-211	Mission-Driven Leadership Lab 2 - Congregational or Organizational Leadership	3

LDR-311	Mission-Driven Leadership Lab 3 - Technology and Trends	3

LDR-411	Mission-Driven Leadership Lab 4 - Community or Global Leadership	3

Bachelor Degree Programs

BS - Mission-Driven Leadership

The Bachelor of Science degree with a major in Mission-Driven Leadership provides a focus on leadership and mission primarily within Gospel-centered organizations, including churches, Christian non-profits, and other parachurch organizations. The program is also highly relevant in other organizational contexts, especially for leaders or organizational members who are faith-based or positively faith-leaning in their perspectives. The program combines relevant education in ministry concepts, leadership, and biblical studies to provide personal and professional development for leaders in any of these organizations. Key components of the program include attention to the student's sense of personal calling, a focus on character development as the basis of effective leadership, fit or purpose within the organization and the larger community, and integration of site-based mission-fulfillment labs, which provide students the opportunity to apply their classroom knowledge in a local missional setting through experiential discovery and learning.

The Bachelor of Science with a major in Mission-Driven Leadership also offers its graduates the opportunity to utilize IWU's credit crossover policy to achieve advanced standing toward a Master of Public Administration, Master of Arts with a major in Organizational Leadership, Master of Science with a major in Management, or Master of Business Administration depending upon election of courses in the Bachelor's level program.

Upon completion of the Bachelor of Science degree with a major in Mission-Driven Leadership, students will be able to:

- Integrate sound interpretation methods for using the Bible and theology for effective leadership and management in the organization and mission.
- Demonstrate effective leadership and management practices for mission-driven organizations.
- Demonstrate effective knowledge, skills, and abilities to organize, lead, and multiply missional initiatives that engage multiple constituencies.
- Synthesize a cohesive perspective on life calling, self-leadership, and career within the context of faith-oriented and mission-driven organizations.

Admission Requirements

The admission requirements for the Bachelor of Science degree with a major in Mission-Driven Leadership offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer/Assessed Credit Policy

Transfer credit for degree requirements for undergraduate programs within the College of Adult and Professional Studies may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C."
- Courses must be approved by the Division of Leadership & Followership Studies.
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.
- Assessed credit for degree requirements may be granted through IWU's assessment of prior learning.

Graduation Requirements

To graduate with a Bachelor of Science in Mission-Driven Leadership, DeVoe School of Business, Technology, & Leadership, College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required core courses with a GPA of 2.25 or higher.

- Cumulative GPA of 2.00 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma.

BS - Mission-Driven Leadership - Program of Study

Foundational Courses

LDR-201	Foundations of Life Calling	3
MDL-201	Christian Spiritual Formation for Leaders and Followers	3

Biblical & Theological Studies Courses

MDL-211	Bible Study Methods for Leaders and Followers	3
MDL-221	Biblical Doctrine Survey for Leaders and Followers	3

Faith-Based Mission Courses

MDL-341	Care and Counsel in the Congregational Context	3
MDL-351	Financial Management in the Non-Profit Organizational	3
MDL-371	Disciple-Making Practices for Christian Leaders and Followers	3
MDL-406	Communicating the Biblical Message in the Church, the Classroom, and the Marketplace	3
MDL-456	Contemporary Ministry Models for the Church and the Marketplace	3

Leadership Courses

LDR-320	Followership	3
LDR-365	Foundations of Organizational Behavior	3
LDR-385	Leading Groups and Teams	3
LDR-405	Developing Others As Leaders	3

Capstone Course

LDR-490	Capstone in Service and Leadership	3

Mission Labs Courses

Students may complete up to 15 credit hours in experiential learning at the Bachelor's level by completing mission labs. Each lab may be completed up to two times. 9 credit hours may have been completed for AS- Mission-Driven Leadership. Any labs completed at the Associate's level counts towards restrictions on the number of times a specific lab can be completed.

LDR-111	Mission-Driven Leadership Lab 1 - Self Leadership	3
LDR-211	Mission-Driven Leadership Lab 2 - Congregational or Organizational Leadership	3
LDR-311	Mission-Driven Leadership Lab 3 - Technology and Trends	3
LDR-411	Mission-Driven Leadership Lab 4 - Community or Global Leadership	3

BS - Organizational Leadership

The Bachelor of Science with a major in Organizational Leadership focuses on applied leadership. The program is designed for students currently employed in a professional position who want to expand their career opportunities by gaining the knowledge and skills to think critically, motivate others, lead change, influence organizational culture, and make ethical decisions within the complex and diverse, global environment characterizing modern organizational contexts. Course work culminates with a student Portfolio documenting the student's understanding and application of key leadership principles covered in the program. The program also offers its graduates the opportunity to utilize IWU's credit crossover policy to achieve advanced standing toward a Master of Arts with a major in Organizational Leadership degree.

Upon completion of the program, students will be able to:

- Analyze the key components of effective leadership within the context of personal, team, and organizational dynamics.
- Apply leadership and followership theories and models within diverse multi-cultural and global settings.
- Demonstrate knowledge and skills necessary to successfully lead learning and change initiatives to enhance organizational outcomes.
- Integrate faith perspectives, critical thinking, and ethical decision-making with personal development and professional practice as a leader.

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the DeVoe School of Business, Technology, & Leadership may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the Division of Leadership & Followership Studies.
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.

Graduation Requirements

To graduate with a baccalaureate degree from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma.

BS - Organizational Leadership - Program of Study

Core Courses

LDR-205	Introduction to Leading	3
LDR-220	Developing the Self As Leader	3

LDR-260	Critical Thinking for Leaders	3
LDR-305	Ethics and Decision-Making for Leaders	3
LDR-320	Fellowership	3
LDR-365	Foundations of Organizational Behavior	3
LDR-370	Psychology of Leadership	3
LDR-385	Leading Groups and Teams	3
LDR-405	Developing Others As Leaders	3
LDR-410	Leading With Wisdom, Vision, and Values	3
LDR-415	Communication as Leaders	3
LDR-435	Leading Innovation, Learning, and Change	3
LDR-440	Leading in the Future, Complexity, and Conflict	3
LDR-455	Leading in a Diverse and Global Context	3
LDR-485	Capstone: Applying the Practices and Principles of Leading	3

BS - Service and Leadership

The Bachelor of Science degree with a major in Service and Leadership will prepare students to lead through service to their organization, community, country, and world. Service reflects attitudes and actions focused on helping, providing, or giving, often in ways that do not produce a tangible commodity but offer support and assistance to humans, individually and collectively. Service may occur within both public and private sector contexts in a variety of forms such as military service, customer service, charity, mental or physical support, or even functions embedded in human resources or financial services. Anchored in the liberal arts, students will examine what it means to develop the self as leader to better relate to, inspire, and serve others to achieve organizational goals within career contexts of interest to the student. Service members and veterans may capitalize on their military experience and transfer credits from Military Occupation Specialties (MOS), Naval Ratings and the Navy Enlisted Classification System (NEC) system, and Air Force Specialty Codes (AFSC) on a Joint Services Transcript (JST), Community College of the Air Force (CCAF) transcript, or Coast Guard Ratings. The program also offers its graduates the opportunity to utilize IWU's credit crossover policy to achieve advanced standing toward a Master of Public Administration, Master of Arts with a major in Organizational Leadership, Master of Science with a major in Management, or Master of Business Administration.

Upon completion of the program, students will be able to:

- Analyze the key components of effective service and leadership within the context of personal, team, and organizational dynamics.
- Apply leadership and followership theories and models within diverse multi-cultural and global settings.
- Integrate leadership principles and practices with interdisciplinary and service perspectives.
- Integrate faith perspectives, critical thinking, and ethical decision-making with personal development and professional practice as a leader.

Admission Requirements

The admission requirements for the Bachelor of Science degree with a major in Service and Leadership offered through the College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.

- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the College of Adult and Professional Studies may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the Division of Leadership & Followership Studies.
- Credit documented on a JST or CCAF transcript for training received in any MOS, NEC system, AFSC, and Coast Guard Ratings.

Assessed credit for degree requirements may be granted through IWU's assessment of prior learning.

Graduation Requirements

To graduate with a baccalaureate degree from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma.

BS - Service and Leadership - Program of Study

Prerequisite

LDR-205	Introduction to Leading	3

Leadership Courses

18 credit hours required:

LDR-220	Developing the Self As Leader	3
LDR-260	Critical Thinking for Leaders	3
LDR-305	Ethics and Decision-Making for Leaders	3
LDR-320	Followership	3
LDR-365	Foundations of Organizational Behavior	3
LDR-370	Psychology of Leadership	3

Service (Focal Areas) Courses

Students may elect to complete all hours in any one service focal area (where available) or across focal areas to meet their interests, contexts, or needs.

Criminal Justice Focal Area

Students may choose courses in Criminal Justice. IWU courses to select from include:

CRJ-320	Diversity in Criminal Justice	3
CRJ-358	Criminal Law	3
CRJ-465	Constitutional Law/Civil Liberties	3
CRJ-332	Victimology	3

CRJ-346	Restorative Justice	3
CRJ-468	Criminal Justice Administration	3

Human Services Focal Area

Students may choose courses in Human Services. IWU courses to select from include:

LDR-385	Leading Groups and Teams	3
CRJ-309	Youth and Crime	3
HMSR-340	Advocacy in Human Services	3
HMSR-350	Systems of Social Change	3
HMSR-420	Program Planning and Evaluation in Human Services	3
HMSR-430	Administration in Human Services	3

Human Relations Focal Area

Students may choose courses in Human Relations. IWU courses to select from include:

PSY-345	Relationship Development I	3
PSY-370	Theories of Personality	3
PSY-430	Techniques in Motivation and Change	3
PSY-420	Relationship Development 2	3
PSY-360	Social Psychology	3
PSY-415	Organizational Psychology	3

Human Resources Focal Area

Students may choose courses in Human Resources. IWU courses to select from include:

HRM-435	Human Resource Management	3
HRM-470	Managing Compensation and Benefits	3
HRM-490	Human Resource Development	3
HRM-494	Comprehensive Overview of Human Resource Management	3

Finance Focal Area

Students may choose courses in Finance and Accounting. IWU courses to select from include:

ECO-310	Economic Principles for Managers	3
ACC-310	Accounting Decisions for Managers	3
FIN-310	Financial Decisions for Managers	3

Healthcare Administration Focal Area

Students may choose courses in Healthcare Administration. IWU courses to select from include:

HCA-310	Healthcare Management and Leadership	3
HCA-320	Ethical Decision-Making for Healthcare Administrators	3
HCA-330	Technology and Information Systems for Health Care	3
HCA-410	U.S. Healthcare Policy	3
HCA-430	Issues for Healthcare Administrators	3
HCA-440	Quality and Performance Management in Healthcare	3
HCA-450	Strategy Development for Healthcare Administration	3

Management Focal Area

Students may choose courses in Management. IWU courses to select from include:

MGT-302	Management and Leadership	3
COM-325	Communication in Business	3
ADM-310	Applied Technology for Managers	3

MGT-445	Ethical and Legal Business Concepts	3
MKG-421	Foundations of Marketing	3
MGT-450	Negotiation/Conflict Resolution	3
MGT-451	Quality and Project Decision-Making for Managers	3
MGT-460	International Issues in Business	3
Capstone		
LDR-490	Capstone in Service and Leadership	3

Graduate Degree Programs

Master of Arts Programs

MA - Organizational Leadership

The Master of Arts degree with a major in Organizational Leadership will provide graduates with the fundamental knowledge of leadership theory and skills to practice leadership in organizations. The program is targeted at students from all organizations, including business, but the focus will be on recruiting individuals from nonprofit organizations, government, military, and ministries.

Upon completion of the program students should be able to:

- Synthesize historical and contemporary leadership theories to guide the effective practice of organizational leadership.
- Synthesize the foundational concepts of authenticity, wisdom, followership, stewardship, and faith integration as part of a character-based and ethical practice of organizational leadership.
- Analyze the sources and consequences of organizational problems, as well as appropriate interventions, to help the organization achieve its goals.
- Evaluate the change and learning needs of an organization to implement a strategic plan and redirect an organization toward its goals.
- Evaluate the competencies required of leaders to lead effectively in the contemporary multicultural and global contexts.

Admission Requirements

- A baccalaureate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- A minimum GPA of 2.5 in all undergraduate work.

Graduation Requirements

- All 30 credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Organizational Leadership (MA) - Program of Study

Core Courses

MOL-500	Leadership Theory	3
MOL-505	Wisdom and Leadership	3
MOL-515	Followership	3
MOL-520	Ethical Challenges of Leadership	3
MOL-525	Organizational Behavior and Communication	3
MOL-530	Organizational Learning and Change	3

MOL-535	Stewardship and Strategic Planning	3
MOL-550	Organizational Leadership in a Global Context	3
MOL-540	Research and Evaluation Methods for Leaders	3
MOL-575	Leadership Capstone	3

MA - Sports Leadership

The Master of Arts degree with a major in Sports Leadership will provide graduates with the fundamental knowledge of leadership theory and skills to practice leadership in the global sports management industry. Students will engage in an interdisciplinary core of leadership courses with peers from other types of organizations, including business, nonprofit, government, military and ministry to provide a rich context for the practice of leadership. Students will also engage a specific sports leadership curriculum that will build upon practical application of current professional engagement while it prepares students for a variety of sport-related occupations including fitness clubs, wellness organizations, and professional or intercollegiate sports teams.

Upon completion of the program students should be able to:

- Synthesize historical and contemporary leadership theories with knowledge of sports industry operations to guide the effective practice of organizational leadership.
- Synthesize faith, the curriculum, and the practical application of the current professional engagement as part of a character-based and ethical practice of organizational leadership within the sports industry.
- Analyze the sources and consequences of organizational problems, as well as appropriate interventions, to help the organization achieve its goals.
- Evaluate the change and learning needs of an organization to implement a strategic plan and redirect an organization toward its goals.
- Evaluate the competencies required of leaders to lead effectively in the contemporary multicultural and global contexts.

Admission Requirements

- A baccalaureate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- A minimum GPA of 2.5 in all undergraduate work.

Graduation Requirements

- All 30 credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

MA - Sports Leadership - Program of Study

Core Courses

MOL-500	Leadership Theory	3
MOL-525	Organizational Behavior and Communication	3
MOL-530	Organizational Learning and Change	3
MSL-531	Sports Leadership Law and Risk Management	3
MSL-532	Sports Leadership Finance and Stewardship	3
MSL-533	Sports Leadership Marketing	3
MSL-534	Sports Leadership Facilities and Event Management	3

MOL-550	Organizational Leadership in a Global Context	3
MOL-540	Research and Evaluation Methods for Leaders	3
MOL-575	Leadership Capstone	3

Master of Public Administration

Master of Public Administration - Criminal Justice Specialization

The Master of Public Administration (MPA) is a 36-credit hour program consisting of a 24-credit-hour core plus a 12-credit-hour specialization. With a strong emphasis on social responsibility and civic engagement, the MPA program at Indiana Wesleyan University gives students the skills necessary to effectively and compassionately confront the challenges of today's diverse populations. It prepares students to assume leadership and management roles in local, state, and federal levels of government, and similar roles in nonprofit organizations. The curriculum emphasizes the skills necessary for ethical and efficient public management, including planning, policy analysis, and decision-making.

Upon completion of the MPA program at Indiana Wesleyan University, students will be able to:

- Demonstrate the ability to lead and manage in public governance.
- Participate in the policy process to facilitate positive outcomes.
- Utilize critical thinking skills to solve problems and make decisions within the public administration context.
- Articulate a public service perspective.
- Apply the practices of productive communication and interaction with a diverse and changing workforce and citizenry.
- Integrate biblical perspectives into the evaluation and execution of administrative processes involved in today's public sector organizations.
- Evaluate complex problems with the specialized knowledge and skills needed for criminal justice organizations.
- Explain a foundational knowledge of criminal justice as a field of inquiry.
- Articulate the importance of strategic and effective criminal justice organizations in benefiting society and creating hope in the world.

Admission Requirements

The admission requirements for the master's degree program are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the college.

Program Requirements

- Students must successfully complete POL-521 (minimum grade of "C") in order to continue in the program.
- Students must successfully complete all other program core and specialization courses prior to taking the capstone course.
- Credit may be transferred in from a regionally accredited institution (maximum of six hours) for any core or specialization course except for POL-587. The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Graduation Requirements

To graduate with a master's degree the following requirements must be met:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.

- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Master of Public Administration (Criminal Justice Specialization) - Program of Study

Core Courses

POL-521	Public Institutions and Values	3
POL-523	Organizational Management and Behavior	3
POL-531	Financing Public Services	3
POL-533	Ethical Leadership in the Public Sector	3
POL-535	Public Policy Processes and Strategies	3
POL-541	Research Methods and Inquiry	3
POL-543	Scholarly Research and Writing	3

Specialization Courses - Criminal Justice

CRJ-526	Criminal Justice Policy	3
CRJ-534	Criminal Justice Administration	3
CRJ-542	Economic Analysis of Crime	3
CRJ-586	Criminal Justice Leadership	3

Capstone Experience

POL-587	MPA Capstone	3

Master of Public Administration - Non-Profit Leadership Specialization

The Master of Public Administration (MPA) is a 36-credit-hour program consisting of a 24-credit-hour core plus a 12-credit-hour specialization. With a strong emphasis on social responsibility and civic engagement, the MPA program at Indiana Wesleyan University gives students the skills necessary to effectively and compassionately confront the challenges of today's diverse populations. It prepares students to assume leadership and management roles in local, state, and federal levels of government, and similar roles in nonprofit organizations. The curriculum emphasizes the skills necessary for ethical and efficient public management, including planning, policy analysis, and decision-making.

Upon completion of the MPA program at Indiana Wesleyan University, students will be able to:

- Demonstrate the ability to lead and manage in public governance.
- Participate in the policy process to facilitate positive outcomes.
- Utilize critical thinking skills to solve problems and make decisions within the public administration context.
- Articulate a public service perspective.
- Apply the practices of productive communication and interaction with a diverse and changing workforce and citizenry.
- Integrate biblical perspectives into the evaluation and execution of administrative processes involved in today's public sector organizations.
- Evaluate complex problems with the specialized knowledge and skills needed for non-profit organizations.
- Analyze common issues, concepts and challenges that are unique to non-profit organizations.
- Articulate the importance of strategic and effective non-profit organizations in benefiting society and creating hope in the world.

Admission Requirements

The admission requirements for the master's degree program are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the college.

Program Requirements

- Students must successfully complete POL-521 (minimum grade of "C") in order to continue in the program.
- Students must successfully complete all other program core and specialization courses prior to taking the capstone course.
- Credit may be transferred in from a regionally accredited institution (maximum of six hours) for any core or specialization course except for POL-587. The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Graduation Requirements

To graduate with a master's degree the following requirements must be met:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Master of Public Administration (Non-Profit Leadership Specialization) - Program of Study

Core Courses

POL-521	Public Institutions and Values	3
POL-523	Organizational Management and Behavior	3
POL-531	Financing Public Services	3
POL-533	Ethical Leadership in the Public Sector	3
POL-535	Public Policy Processes and Strategies	3
POL-541	Research Methods and Inquiry	3
POL-543	Scholarly Research and Writing	3

Specialization Courses - Non-Profit Leadership

POL-525	Non-profit Management and Leadership	3
POL-544	Non-profit Development and Advancement	3
POL-536	Non-profit Fundraising and Financial Management	3
POL-555	Non-profit Strategic Planning	3

Capstone Experience

POL-587	MPA Capstone	3

Master of Public Administration - Public Management Specialization

The Master of Public Administration (MPA) is a 36-credit-hour program consisting of a 24-credit-hour core plus a 12-credit-hour specialization. With a strong emphasis on social responsibility and civic engagement, the MPA program at Indiana Wesleyan University gives students the skills necessary to effectively and compassionately confront the challenges of today's

diverse populations. It prepares students to assume leadership and management roles in local, state, and federal levels of government, and similar roles in nonprofit organizations. The curriculum emphasizes the skills necessary for ethical and efficient public management, including planning, policy analysis, and decision-making.

Upon completion of the MPA program at Indiana Wesleyan University, students will be able to:

- Demonstrate the ability to lead and manage in public governance.
- Participate in the policy process to facilitate positive outcomes.
- Utilize critical thinking skills to solve problems and make decisions within the public administration context.
- Articulate a public service perspective.
- Apply the practices of productive communication and interaction with a diverse and changing workforce and citizenry.
- Integrate biblical perspectives into the evaluation and execution of administrative processes involved in today's public sector organizations.
- Evaluate complex challenges with the specialized knowledge and skills needed for effective public sector management.
- Explain a foundational knowledge of public management as a field of inquiry.
- Articulate the importance of strategic and effective public management in benefitting society and creating hope in the world.

Admission Requirements

The admission requirements for the master's degree program are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.5, the student may be admitted on a probationary basis, as established by the guidelines of the college.

Program Requirements

- Students must successfully complete POL-521 (minimum grade of "C") in order to continue in the program.
- Students must successfully complete all other program core and specialization courses prior to taking the capstone course.
- Credit may be transferred in from a regionally accredited institution (maximum of six hours) for any core or specialization course except for POL-587. The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Graduation Requirements

To graduate with a master's degree the following requirements must be met:

- All credits required in the curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Overall GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Master of Public Administration (Public Management Specialization) - Program of Study

Core Courses

POL-521	Public Institutions and Values	3
POL-523	Organizational Management and Behavior	3
POL-531	Financing Public Services	3
POL-533	Ethical Leadership in the Public Sector	3

POL-535	Public Policy Processes and Strategies	3
POL-541	Research Methods and Inquiry	3
POL-543	Scholarly Research and Writing	3
Specialization Courses - Public Management		
POL-520	Introduction to Public Management	3
POL-530	Quality and Productivity Improvement in Government	3
POL-540	Human Resource Management in the Public Sector	3
POL-550	Economic Development	3
Capstone Experience		
POL-587	MPA Capstone	3

Doctoral Degree Programs

PhD - Organizational Leadership

The Doctor of Philosophy degree with a major in Organizational Leadership (Ph.D.) provides an advanced graduate education for students seeking academic positions in research and teaching at leading universities, and for those seeking leadership opportunities in corporations, entrepreneurial businesses, health care, faith-based institutions, government, and non-profit organizations. This program is designed for working adults who have the intellectual capacity for advanced study, who thrive on the challenge of self-directed learning, and who desire to master the discipline of organizational leadership.

The doctoral degree in organizational leadership offers the dynamic combination of an integrated and seamless lock-step curriculum and technologically advanced facilities. At the very heart of these resources are the faculty and coursework grounded in theory and practice of leading organizational learning, change, and innovation. Our graduate faculty are committed to critical inquiry, excellent teaching, and responsiveness to students. The curriculum reflects current knowledge and best practice and enables the students to meet the rigorous challenges of doctoral studies in a Christ-centered culture.

The desire of the faculty and administration of the College of Adult and Professional Studies in general and the faculty of the DeVoe School of Business, Technology, & Leadership in particular is to present a Doctor of Philosophy (Ph.D.) degree program that pursues the broader university mission by preparing students to be Christian Leaders in their world and to initiate significant change for Christ. The faculty value the integration of Christian principles of faith and practice into both academic and work settings. For that reason, all classes include a component of faith integration, either through the basic nature of the course or via specific course objectives. It is our hope that this curricular exposure to faith integration promotes the personal growth and spiritual development by each student in the program.

Mission

The mission of the program is to provide a Christ-centered, challenging, and research-based doctoral program enabling organizational leadership students to become accomplished in current knowledge, theory-in-use, research, self-directed learning, and as facilitators of organizational learning.

The curriculum is designed to contribute to a student's development as a servant leader, who has demonstrated competence in domains of knowledge represented in the conceptual model that guides the program design. These domains include personal authenticity and ethics, organizational development, global and multicultural perspectives, organizational transformation, strategic planning and implementation, and organizational theory. A foundational core is based on wisdom, followership, and stewardship, which in turn are exhibited through research, teaching, and practice. Finally, the model is surrounded by spiritual formation, which is based on spiritual virtues.

Admission Requirements

The Ph.D. in Organizational Leadership is a selective program, and admittance is not guaranteed even though applicants meet all the admissions requirements. The requirements for admission to the program include:*

- A master's degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A graduate grade point average (GPA) of 3.0 or higher from the master's degree granting institution at which at least a minimum of 24 hours was completed.
- A minimum of five years of leadership experience in the workplace, volunteer organizations, or the classroom.
- Submission of all documents required by the Admissions Selection Committee and approval by the committee for admission into the program.

*The Admissions Selection Committee retains the right to waive admission requirements for special circumstances.

Application Process

The goal is to admit highly qualified students, with clear career objectives, who choose to enter the doctoral program after obtaining a master's degree. To apply for admission to the doctoral program, the applicant must complete the following steps:

- Submit a formal application.
- Send a current resume that includes a career objective, previous undergraduate and graduate work, work experience, and special recognition or awards. The resume should make clear the number of employees the applicant has supervised in all leadership positions.
- Send at least three recommendation forms including one from the applicant's current manager (this may be the chairman of the board of directors or a peer at another organization for CEOs), one from an academic in higher education, and one from someone that can speak to the spiritual character of the applicant.
- Prepare and submit a five to six page scholarly essay following the requirements and outline in the application packet.
- Arrange to have your graduate transcript sent from the accredited institution granting the degree. Transcripts should be supplied from all institutions the applicant has attended subsequent to the completion of the bachelor's degree.

Formal Application Essay

This essay is an essential aspect of the admission process and will be carefully assessed in order to make an informed decision regarding your acceptance into the Ph.D. program. Please follow the guidelines carefully addressing each component of the essay. The essay should be written to American Psychology Association (APA) Seventh Edition standards:

- Title page -typed, double-spaced, and numbered with a minimum of five pages and maximum of six pages.
- Clear and convincing response to the questions.
- Organization and presentation (i.e., readability and formatting).
- Evidence of critical thinking that supports the point and perspectives of the essay.
- Use of appropriate vocabulary and grammar.
- Evidence of scholarly (academic) writing skills that demonstrates an ability to analyze and integrate literature from the leadership field.

Admissions Selection Process

The admissions selection process is as follows:

- Submit completed application and required documents to Adult Enrollment Services.
- The completed Application Files will be reviewed and evaluated by the Admissions Selection Committee.
- A letter of accepted or denied admission will be sent to the student.
- Students will then confirm their intent to commence the program and send a \$200 deposit (which will be applied to tuition and fees) that can hold a position in the program for the student.

Program Requirements

Transfer Credit Policy

Students may transfer up to nine hours of post-master's credit from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) provided a grade of "B" or higher was earned in a post-master course meeting the following criteria of the transcript audit:

- The course is clearly comparable to one of the Ph.D. program course offerings.
- The course is at the 600 or higher numbering system and was not part of the master's degree requirements.
- The course has been completed within the past five years.
- The course reflects current knowledge-base and best practice.
- The course reflects higher order thinking, study, and assessment requirements of the scholarship of discovery.
- The course has been evaluated by IWU faculty and approved to meet program requirements.

Advanced Degree Appeals for Transferring Additional Hours

Students who have obtained a professional graduate degree requiring 60 credit hours or more may petition to have appropriate coursework transferred into the doctoral program.

Graduate students having earned a doctoral degree or a professional degree requiring 90 or more credit hours may appeal in writing, to the Division of Leadership & Followership Studies for a transcript audit to transfer up to nine additional hours (18 maximum). The letter of appeal, requesting more than nine hours of transfer credit, should clearly explain and justify the request. The letter of appeal should be supported with a dossier showing clear and convincing alignment between the courses of study and demonstrating that the transfer of credit policy criteria (above) have been met.

Attendance Policy

All doctoral courses are a blend of live and interactive online discussions. Students are expected to attend all required live sessions and substantively engage in all interactive online discussions, tests, quizzes, and prescribed learning activities.

- **Synchronous Class Sessions** - Required synchronous classes are held on Saturdays from 9:00 am to 5:00 pm and meet on the second, fourth, and eighth Saturdays of the September, January, and April sessions. Students are expected to be in attendance when class begins and remain the entire session. A student may be allowed one absence per course. An allowed absence is to be used only when absolutely necessary and requires approval from the faculty member teaching the course. Students need to contact the faculty member regarding make-up work, if allowed by the faculty member. The criteria for full participation attendance points will be determined by the faculty member.
- **Online Attendance** - Course attendance also is determined by participating in weekly discussions. Failure to participate in the weekly discussion forum(s) will constitute an absence for that week. Participating in discussion does not guarantee full participation attendance points. The criteria for full substantive participation points will be determined by the course professor. A student may be allowed one participation absence per course. Students need to contact the faculty member regarding make-up work, if allowed.
- **Excessive Absences** - A student is allowed only one absence per course, whether it is a synchronous Saturday or online participation absence (not one of each). If a student exceeds the allowed absences without instructor approval and does not contact the Division of Leadership & Followership Studies or the Office of Student & Faculty Support Services to officially withdraw before the last class session, the professor is directed to issue the grade of "F." A student accruing excessive absences in the final week of the course will be issued the grade of "F."
- **Course Sequence** - Students are expected to take courses in the predetermined sequence. Students needing to withdraw while in a course may do so with permission of the Division Chair and by arrangement with the Office of Student & Faculty Support Services prior to the end of the course, but the regular refund and academic withdrawal policies apply. Students who are unable to participate in a course due to unavoidable circumstances may arrange for a temporary Leave of Absence (LOA) with the Office of Student & Faculty Support Services subject to LOA requirements.

Residency

Residency for the doctoral program is satisfied by attending three Summer Residencies. These Summer Residencies normally are attended during consecutive years corresponding to the coursework phase of the degree program.

- Residencies may be for 7 - 8 days, often beginning on a Friday or Saturday and lasting through the following Friday. The duration of a residency may be shorter depending upon the design of a specific residency. Students will be provided the designated date ranges for three years of residencies upon enrollment at the beginning of their program to assist in planning. However, dates may be changed due to extenuating circumstances.
- Residencies may occur on the main Indiana Wesleyan University campus, at one of the regional education centers, or in a hotel or other conference venue. Students are expected to be in attendance every day of each residency and are not allowed an absence from required workshops, events, or class sessions that are scheduled during the residency.
- Failure to attend a residency or residency component may qualify as an unexcused absence, resulting in failure of the course(s) for the session.
- Students are required to utilize housing options (e.g., blocked hotel rooms) reserved by the program for residency due to contractual obligations that often occur with the hotel or venue hosting the residency. Students who do not utilize the reserved rooms may be charged an additional fee to their student account equal to the room cost for the residency reserved on their behalf.
- In unusual circumstances, a student may be given permission by the Division Chair to skip a year and attend the residency another year by taking an available course(s) for the July session.

Withdrawal from a Course

A student that withdraws from a course will need to get permission from the Division Chair to continue in the program and will need to follow the plan of study prescribed by the Division Chair.

Students needing to officially withdraw from a course will be required to contact the Division office or the Office of Student & Faculty Support Services. Tuition will be reimbursed according to the following schedule:

- 100% of the tuition fee if withdrawing within the first seven days of the course,
- 90% of the tuition fee if withdrawing between the 8th and by the 14th day of the course,
- 50% of the tuition fee if withdrawing between the 15th and by the 21st day of the course, and
- No refund after the 21st day from the start date of the course.

A student withdrawing from the Summer Residency less than 10 days prior to the start of the summer academic session, withdrawing after Summer Residency reservation deadline dates imposed by host venues, or failing to utilize the housing options (e.g., blocked hotel rooms) reserved by the program for residency will be assessed all or part of residency fees and housing fees to cover the costs of room, meals, or other expenses accrued by the program on behalf of the student in planning the residency. Residency fees are non-refundable.

Academic Standing

Students enrolled in the Ph.D. program are regarded as members of the academic community of Indiana Wesleyan University and are held responsible for conducting themselves in conformity with the standards of conduct for adult learners. Continued enrollment in the program is at all times subject to review of the student's academic record and of the student's actions with regard to observance of university rules and regulations.

Academic Probation - Students enrolled in the Ph.D. program will be placed on probation if their cumulative GPA at any time falls below the required 3.25 GPA for graduation.

Students are given six months to satisfactorily raise their GPA. The GPA is reviewed after the six-month probationary period, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension of six months will result if:

- A student fails to clear the academic probationary status within the six-month probationary period.
- A student has taken a course twice and failed to achieve a satisfactory grade.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. A student will be eligible to reapply for admission on a provisional basis after six months, but only upon the recommendation of the Dean of the DeVoe School of Business, Technology, & Leadership.

Academic Dismissal - Upon a second academic suspension in the Ph.D. program, a student is not eligible to reapply to Indiana Wesleyan University.

Students who do not follow the courses in the designated sequence, or who withdraw from a course, must undergo advising (by the Division Chair) before being allowed to register for another course.

Academic Load

Students may enroll in no more than 6 credit hours per term. Overload requests may be submitted in writing to the Division of Leadership & Followership Studies and reviewed, as needed, through the academic petition process.

Comprehensive Examination

After the completion of all coursework (DOL courses numbered DOL-915 and lower), a comprehensive examination will be administered to each student in the Ph.D. program. This exam will be designed to:

- Determine the student's grasp of leadership understanding across the curriculum;
- Assess the student's ability to adapt and integrate leadership theory and current best practice across the curriculum, including the integration of faith and practice;
- Give the student the opportunity to demonstrate higher order thinking with reference to Organizational Leadership theory and practice.

The exam will be constructed to cover the major domains of the program and will be administered by a committee of full-time faculty in the Division of Leadership & Followership Studies or other qualified faculty as determined by the division. The Comprehensive Examination Manual is published annually. Students are required to follow all policies, procedures, and guidelines contained in the most recent guide. Students must successfully pass the Comprehensive Exam to become dissertation students in the program.

The Dissertation

The dissertation will be a research-based, practice-centered inquiry that attests to the student's understanding of the field and ability to conduct scholarly inquiry about an issue related to leadership practices and performance in organizations from which other leaders can benefit. In addition, the research must provide a unique contribution to the understanding of organizational leadership.

Students must conduct primary research using qualitative, quantitative, mixed methods, or any other type of research that meets the approval of their Dissertation Committee. The dissertation is expected to meet the highest standards of scholarship and inquiry and should demonstrate doctoral level composition and format. The student should identify the problem and its significance, outline the background and literature that informs the problem, and collect and analyze data. The process should result in a written document detailing findings, implications, and recommendations for future policy, governance, and/or practice.

Dissertation Requirements

For the Ph.D. in Organizational Leadership major, coursework comprises 48 credit hours. Then, the dissertation includes a minimum of an additional 12 hours. Three credit-hours of a Dissertation Seminar (DOL-915) and nine credit hours of dissertation credit after DOL-915 are required to reach the 12 credit-hour dissertation threshold. The coursework (48 hours) and dissertation (12 hours) combine to make the Organizational Leadership major a 60-credit hour program.

Every Ph.D in Organizational Leadership student will be required to write and defend a dissertation. The Organizational Leadership course of study emphasizes the development of theory-in-use research and skills with a practitioner focus. A doctoral research study addresses a problem of practice, where the focus is upon the integration of knowledge or its application. A dissertation generates or confirms knowledge and expanded capacity while linking theory-in-use to current best practice. The process of scholarship, research, and leadership utilizes a variety of research methods, including empirical, interpretive, or critical. All doctoral research studies and dissertations will result in a substantial written document.

A Dissertation Manual will be released annually by the Division of Leadership & Followership Studies. Students are required to follow all policies, procedures, and guidelines contained in the most recent manual. Students should consult their Dissertation Chair regarding specific questions related to the requirements of the Dissertation Manual.

Degree Completion Limits

Many students require four to six years to complete the doctoral degree. The coursework of the Ph.D. program is designed as a lock-step curriculum, which is to be completed in 33-36 months (depending on whether the program is started in July or

January). Following the coursework and comprehensive exam, the student begins the dissertation which must be completed within six years from the point of completing the DOL-915 course. At any point after a student has been working on the dissertation for four years from completion of the DOL-915 course, the student may be required to achieve specific benchmarks during each term session to continue in the program. Benchmarks will be established in consultation between the student, dissertation chair (and committee where established), division chair, and school dean. Failure to achieve established benchmarks may result in dismissal from the program. Request for exceptions to this degree completion limits policy must be made in writing to the CAPS Academic Appeals Committee.

Dissertation Continuation

Doctoral students not completing the dissertation by the end of the 12 hours of dissertation courses (DOL-915 and DOL-920) will be required to maintain continuous enrollment. They will be required to enroll in a one-hour Dissertation Continuation course (DOL-922) with the university each successive term until the dissertation is successfully defended or the maximum time for degree completion is reached. Students will pay the one-hour tuition fee per term to maintain continuous enrollment. Failure to maintain continuous enrollment during the dissertation continuation phase will result in dismissal from the program with no opportunity to re-enroll in the program.

Candidate Status

Doctoral students will attain candidacy status upon successful:

- Completion of all coursework.
- Completion of the comprehensive exam.
- Completion and committee approval of the dissertation proposal (Chapters 1-3).
- IRB approval to conduct the proposed research.

Graduation Requirements

- Minimum grade of "B-" in each course.
 - Cumulative GPA of 3.25.
 - Successful completion of all required coursework and the comprehensive exam.
 - Successful defense of dissertation, post-defense updates required by committee, academic integrity review, professional editing, and publication of the final dissertation.
 - Completion of dissertation publication process with OCLS is required to have degree conferred.
 - Student may be allowed to participate in commencement after successful defense of dissertation and completion of post-defense updates as mandated by the student's dissertation committee but prior to completion of dissertation professional edit and the publication process with OCLS.
 - Payment of tuition and fees is required to receive a diploma.
- Note: With approval of the Division Chair, students who complete all current 700 and 800 level courses (48 credit hours) in the PhD program may be conferred the Master of Arts in Advanced Leadership Studies (MAALS) degree. Students who receive the MAALS are not eligible to receive the IWU PhD in Organizational Leadership.

PhD - Organizational Leadership

Organizational Leadership (PhD) - Program of Study

A student is expected to take courses in a specified sequence and this sequence can only be changed with the permission of the Chair of the Division of Leadership & Followership Studies. Students can begin the program in July or January of each year. The following are the required courses for the Ph.D. in Organizational Leadership.

Core Courses

DOL-715	Leadership and Personal Development	3
DOL-720	Critical Inquiry	3
DOL-735	Advanced Leadership Theory	3
DOL-740	Organization Theory and Design	3

DOL-750	Change, Innovation, and Entrepreneurship	3
DOL-760A	Leadership Development Colloquium I	1
DOL-760B	Leadership Development Colloquium II	1
DOL-760C	Leadership Development Colloquium III	1
DOL-800	Organizational and Adult Learning	3
DOL-810	Statistical Research Design	3
DOL-820	Advanced Research Design	3
DOL-830	Global Perspectives on Leadership	3
DOL-840	Ethics and Leadership	3
DOL-855	Stewardship	3
DOL-860A	Advanced Leadership Development Colloquium I	1
DOL-860B	Advanced Leadership Development Colloquium II	1
DOL-860C	Advanced Leadership Development Colloquium III	1
DOL-875	Advanced Global Leadership	3
DOL-880	Application of Research Methods	3
DOL-885	Qualitative Research Methods and Analysis	3
DOL-915	Dissertation Seminar	3
DOL-920	Dissertation	3
DOL-920	Dissertation	3
DOL-920	Dissertation	3

Students will continue to register for DOL-922 Dissertation Continuation (1 credit hour) all subsequent terms until dissertation is completed or until maximum time limit is reached.

School of Integrated Health

The School of Integrated Health at IWU is devoted to teaching, scholarship, research, and clinical practice. Our programs focus on educating students inter-professionally to become leaders in their respective areas of healthcare and behavioral health. With experienced faculty and leading curriculum, we provide quality education, clinical care, and community engagement for all populations.

Division of Behavioral & Health Sciences

Programs offered are:

Undergraduate Certificates in:

- Criminal Justice (p. 476)
- Human Services (p. 477)
- Life Coaching (p. 477)

Associate of Science degree with majors in:

- Criminal Justice (p. 478)
- Human Services (p. 479)
- Occupational Therapy Assistant (p. 480)

Bachelor of Science degree with majors in:

- Addictions Counseling (p. 485)
- Criminal Justice (p. 487)
- Health Sciences with specializations in:
 - Post-Clinical (p. 488)
 - Pre-Clinical (p. 489)
- Human Services with specializations in:
 - Leadership (p. 491)
 - Life Coaching (p. 492)
- Psychology of Human Relations (p. 494)

Bachelor of Social Work degree with majors in:

- Social Work (p. 498)
- Social Work with Addictions Specialization (p. 499)
- Social Work with Child Advocacy Specialization (p. 500)
- Social Work with Counseling Specialization (p. 501)

Master of Arts degree with majors in:

- Psychology with specializations in:
 - Industrial and Organizational Psychology (p. 503)
 - Life Coaching and Positive Psychology (p. 504)

Master of Social Work (p. 505)

Undergraduate Certificate Programs

Undergraduate Certificate - Criminal Justice

Admission Requirements

- Accepted as a regular degree seeking student or as an unclassified student
- Unclassified student requires proof of high school graduation

Completion Requirements

- 15 credit hours from the selected courses in the specified certificate area
- Nine of the credits must be earned at IWU for degree seeking students
- Minimum grade of "C" in each course
- Payment of all tuition and fees is required to receive certificate

Criminal Justice - Program of Study

Criminal Justice

CRJ-181	Introduction to Criminal Justice	3
CRJ-202	Introduction to Corrections	3
CRJ-230	Introduction to Policing	3
CRJ-463	Forensics	3
CRJ-464	Cybercrime	3

Undergraduate Certificate - Human Services

Admission Requirements

- Accepted as a regular degree-seeking student or as an unclassified student
- Unclassified student requires proof of high school graduation

Completion Requirements

- 15 credit hours
- Nine of the credits must be earned at IWU for degree-seeking students; all credits must be earned at IWU for unclassified students
- Minimum grade of "C" in each course
- Payment of all tuition and fees is required to receive certificate

Human Services - Program of Study

Human Services

Choose 15 credits from the following:

SOC-150	Introduction to Sociology	3
SOC-152	Social Problems	3
SOC-200	Marriage and Family	3
SOC-225	Cultural Anthropology	3
PSY-365	Psychology of Personality	3
CRJ-268	Crisis Intervention	3
PSY-370	Theories of Personality	3

Undergraduate Certificate - Life Coaching

The Life Coaching Certificate Program provides the foundation for successful graduates to become certified life coaches for individuals, groups, teams, and organizations. Students will be required to participate in synchronous training experiences (face-to-face/onsite) either via video-conferencing or in one of our regional educational centers. Additional training using an online, asynchronous (individual assignments) learning modality will also be required. In addition to learning about the core competencies set forth by the International Coaching Federation (ICF), students will meet the 60 hours of synchronous training and be well prepared to continue their work in becoming certified life coaches.

Students completing this certificate should be able to:

- Demonstrates ethical practice by consistently applying coaching ethics and standards of coaching.
- Implements a coaching mindset that is open, curious, flexible and client centered.
- Composes agreements about the coaching relationship, process, plans and goals.
- Cultivates trust and safety by providing a supportive environment that allows the client to share freely.
- Maintains presence by remaining fully conscious and present with clients and by employing a style that is open, flexible, grounded and confident.
- Demonstrates active listening by focusing on what clients are saying and not saying to fully understand what is being communicated.
- Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy.
- Develops partnership with clients to transform learning and insight into action. 9. Promotes client autonomy in the coaching process.

Admission Requirements

- Accepted as a regular degree-seeking student or as an unclassified student.

- Unclassified student requires proof of high school graduation.

Completion Requirements

- Completion of all required courses.
- Nine of the credits must be earned at IWU for degree-seeking students.
- Minimum grade of "C" in each course.
- Payment of all tuition and fees is required to receive certificate.

Life Coaching - Program of Study

Life Coaching

LCT-431	Foundations of Life Coaching	3
LCT-432	Co-Creating the Relationship	3
LCT-433	Communicating Effectively	3
LCT-434	Cultivating Learning and Growth	3
HMSR-490	Capstone in Human Services	4

Associate Degree Programs

AS - Criminal Justice

The Associate of Science degree with a major in Criminal Justice includes both criminal justice and liberal arts curricula.

This degree is designed specifically to prepare working adults to enter or to advance in the fields of criminal justice and homeland security.

The courses in the program relate theory to practice. Each course is a required component of the program.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Courses offered both in the classroom setting and online.

The Criminal Justice Program prepares students for an entry-level position or increased responsibility in law enforcement, court services, corrections, or private security. In addition, the program will prepare students wishing to pursue a bachelor degree in criminal justice.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Criminal Justice degree should be able to:

- Apply appropriate communication skills across settings, purposes, and audiences of the American Criminal Justice System, including law enforcement, corrections and courts.
- Apply theories, principles and practices of criminal justice, including constitutional principles, judicial and correctional processes, legal institutions, and law enforcement.
- Apply criminal law, juvenile law, constitutional law, and procedural law as it relates to a person's involvement with the Criminal Justice System from first contact until sentence completion in a manner consistent with ethical and biblical standards.
- Critique criminal justice research and use those findings to support arguments and decisions within the criminal justice context.
- Critically engage ethical issues in criminal justice, particularly questions of social responsibility, professional decision-making and the impact of cultural diversity on the Criminal Justice system.
- Integrate biblical perspectives into the decision-making process as it relates to issues involving the Criminal Justice System.

This program provides a fundamental basis for students desiring to continue their education at IWU to complete a bachelor's degree in this discipline. The courses contained in this associate program will satisfy 24 hours out of the 30 general education hours required at the bachelor level and will also apply toward the 120 hour degree requirement.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours.
- Completion of the core requirements with a GPA of 2.0 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 24 hours of general education requirements as specified (General Education Requirements (p. 327)).
- Payment of all tuition and fees is required to receive a diploma.

Criminal Justice (AS) - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Core Courses

UNV-181	Leading Change in the World	3
CRJ-181	Introduction to Criminal Justice	3
CRJ-268	Crisis Intervention	3
CRJ-202	Introduction to Corrections	3
CRJ-246	Criminology	3
CRJ-230	Introduction to Policing	3
CRJ-242	Modern Police Problems	3
CRJ-270	Homeland Security	3
CRJ-318	Criminal Procedures	3
CRJ-290	Colloquium in Criminal Justice	3

Electives

Elective	3

AS - Human Services

The Associate degree with a major in Human Services prepares students for entry-level positions in organizations and agencies wherein social, community, and educational services are provided. Students are introduced to a wide variety of academic disciplines including, Social Work, Addictions Counseling, Psychology, and Criminal Justice. Courses emphasize the development of relevant knowledge, skills, and attitudes necessary to work successfully in human services. Moreover, students acquire the knowledge necessary to assist individuals, groups, and communities toward the betterment of their lives and livelihoods and to work with persons of diverse racial, ethnic, and cultural backgrounds.

The completion of the Associate of Science degree with a major in Human Services fulfills the prerequisite requirements to enter into Bachelor's degree completion programs offered by the College of Adult Professional Studies (CAPS).

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Human Services degree should be able to:

- Exhibit sensitivity and insight into the wide variety of problems experienced by individuals and groups in contemporary society.
- Promote personal growth in self and others by understanding core concepts in human development.
- Demonstrate clinical skills of screening and interviewing.
- Apply principles of ethical decision making in the human services field.
- Apply theories of crisis intervention with individuals, couples, families, and groups.

- Articulate an understanding of the field of Human Services from a Christian worldview.
- Evaluate social, economic, and political processes as they relate to human services.

Admission Requirements

The admission requirements for the Associate of Science degree with a major in Human Services program offered through the School of Integrated Health, College of Adult and Professional Studies are as follows:

- Proof of standard high school diploma or GED certification

Transfer Policy

Transfer credit for core curriculum requirements for undergraduate programs within the School of Integrated Health may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C."
- Credit must be 100 level or above.
- Associate programs offered through the College of Adult and Professional Studies require a minimum of 15 credit hours of courses in the academic major to be taken at Indiana Wesleyan University.

Graduation Requirements

To graduate with an Associates of Science degree with a major in Human Services offered through the School of Integrated Health, College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 60 credit hours.
- Completion of the required core (major) courses with a GPA of 2.0 or higher and a minimum of 15 hours of the core (major) taken at Indiana Wesleyan University.
- Cumulative GPA of 2.0 or higher.
- Completion of 24 hours of general education requirements as specified (General Education Requirements (p. 327)).
- Payment of all tuition and fees is required to receive a diploma.

Human Services - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Core Courses

PSY-150	General Psychology	3
SOC-150	Introduction to Sociology	3
CRJ-181	Introduction to Criminal Justice	3
SOC-152	Social Problems	3
HMSR-220	Interview Skills in Human Services	3
PSY-250	Developmental Psychology	3
SOC-210	Intergroup Relations	3
POL-200	State and Local Government and Politics	3
ECO-205	Introduction to Business Economics	3
ADC-210	Addictions Theory	3
CRJ-268	Crisis Intervention	3

AS - Occupational Therapy Assistant

The Occupational Therapy Assistant (OTA) program is a comprehensive 75 credit-hour program designed to prepare entry-level OTA practitioners and will culminate in an Associate of Science degree. The development of this program in the School

of Integrated Health, Division of Behavioral and Health Sciences follows not only the evolution of the profession to foster greater scholarship, but collaboration alongside the Indiana Wesleyan University Entry-Level Doctor of Occupational Therapy (OTD) program. The conscious inclusion of intraprofessional/interprofessional experiences throughout the OTA program is a direct response to both Accreditation Council for Occupational Therapy Education (ACOTE) accreditation recommendations and the movement within health professions education to best prepare healthcare practitioners for teamwork and successful collaboration in their eventual employment settings.

The OTA program's primary guiding model is the Person-Environment-Occupation-Performance (PEOP). The concepts and terminology are taken from the PEOP, the Occupational Therapy Practice Framework (OTPF), and the American Council on Occupational Therapy Education (ACOTE) standards.

The PEOP model is the foundation of the Division of Occupational Therapy, as a whole, of both the OTD and the OTA programs. The model was chosen, based on the focus on "occupation" as the core construct of the occupational therapy profession leading to interventions based in purposeful engagement in occupations that are necessary and meaningful to the client. The PEOP model definition of the "client" encompasses individuals, organizations, and populations. This provides the holistic framework for education guiding the OTA student, in not only understanding, the self as an occupational being, but translates to organizations, to communities, and to populations.

Upon completion of the IWU Occupational Therapy Assistant Program, students will be able to demonstrate:

- Christ-like character: view self as a reflective occupational being with need for balance in personal health/wellness/spiritual character, creativity, and professional knowledge and skills that lead to therapeutic use of self with diverse clients/populations/communities.
- Engagement in intraprofessional/interprofessional collaborative evidence-based practice: through critical thinking and collaboration, demonstrate clinical reasoning and carry out scientific evidence-based client centered interventions that enable performance and engagement in meaningful occupations supporting health, well-being, and participation in life.
- Commitment to serving as an "agent of change" in the Community: recognize, meet, and advocate for the diverse occupational needs of clients/populations in their communities there-by demonstrating servant leadership, contributing to meeting changing world needs and promoting health, well-being, inclusion, and quality of life.
- Professional commitment: communicate effectively and ethically, demonstrate scholarship preparing for life-long learning in current and emerging practice areas, demonstrate support for professional organizations, and actively advocate for individual clients, organizations, and population needs.

Mission

Provide a Christ-centered experiential occupational therapy assistant curriculum that fosters evidence-based practice and lifelong intraprofessional/interprofessional collaboration, development, and servant leadership in providing ethical client-centered, occupation-based care, responsive to changing world needs in everyday living.

Vision

Prepare entry-level Occupational Therapy Assistant practitioners who embrace the art and science of occupational therapy, committed to life-long Christ-like character in serving as culturally sensitive and innovative agents of change in their communities facilitating health, well-being, and participation in activities/occupations across the lifespan.

Accreditation

The occupational therapy assistant program fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA), located at 6116 Executive Boulevard, Suite 200 North Bethesda, MD 20852-4929. ACOTE's telephone number is (301) 652-6611 and its Web address is www.acoteonline.org. Graduates are eligible to sit for the national certification examination for the occupational therapy assistant administered by the National Board for Certification in Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be a Certified Occupational Therapy Assistant (COTA). In addition, all states require licensure in order to practice; however, state licenses are usually based on the results of the NBCOT Certification Examination. Note that a felony conviction may affect a graduate's ability to sit for the NBCOT certification examination or attain state licensure.

Admission Requirements

The Occupational Therapy Assistant Program is a Selective Admissions Program, which means not every student in the applicant pool may be accepted. Admission to the Occupational Therapy Assistant Program is competitive and enrollment in the program is limited because of available faculty, financial, and fieldwork resources. Requirements for admission to the program include:

- Attend an information session, which outlines the education, examination, and licensure process for successful completion of the OTA program and career development.
- Proof of high school graduation or GED certification.
- Official transcripts of all previous college work.
- Preference given for students who demonstrate a “C” or better in high school science courses and/or college-level science courses.
- Preference given to students with other degrees.
- Admission/Retention in the OTA Program, pending successful completion, with a “B-” or better grade in all courses (exception: BIO-111/BIO-112, “C” or better), maintenance of 2.7 GPA or better each semester, and obtainment of an overall GPA of 2.7 or better to graduate.
- Interview and writing sample (arranged by invitation following receipt and review of all other application materials).
- Upon establishment of the qualified applicant pool; the top 30 candidates will be determined from the established point system for selection into the OTA Program.

Program Requirements

The OTA program is a lock-step program. All courses are carefully planned to provide for foundational learning, then build on previous learning and provide for skill development in preparation for the National Board for Certification in Occupational Therapy (NBCOT) exam and to practice as a licensed practitioner. All OTA courses must be taken at Indiana Wesleyan University. All courses must be successfully completed in the sequence prescribed by the program's requirements. Failure to successfully complete a course will result in an administrative withdrawal from the program. Students who are unable to complete a course or who receive an unsatisfactory grade will be allowed to repeat that course with the next cohort provided the student follows through with a petition for re-enrollment process. Tuition and fees will be charged for repeating the course. OTA students will be academically dismissed upon receipt of a second unsatisfactory grade.

- Students must earn a minimum grade of “B-” or “CR” in each course in the OTA program (exception: BIO-111 (p. **Error! Bookmark not defined.**)/BIO-112 (p. **Error! Bookmark not defined.**), “C” or higher).
- Students must maintain a cumulative GPA of 2.7.
- Students who do not earn the required grade or maintain a 2.7 will be administratively withdrawn from the OTA program at the end of the term and will not be able to continue with the next term.
- Students who have been administratively withdrawn may petition to re-enroll with the next cohort the following year and may be asked to audit courses to prepare for re-entry.
- Students with two unsatisfactory grades (including the same courses, repeated) will be academically dismissed from the program and ineligible to return.

Students must complete all graduation and fieldwork requirements in a timely manner. All Level II fieldwork must be completed within 18 months following satisfactory completion of the didactic portion of the program.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

- All credits required in the course of studies with a minimum overall GPA 2.7.
- Minimum grade of “B-” or higher all courses. Any course with a grade below “B-” must be repeated (exception: BIO-111/BIO-112 (p. **Error! Bookmark not defined.**), “C” or higher).
- Payment of all tuition and fees is required to receive a diploma.

Academic Information

Catalog Governing Graduation - Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the maximum number of years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled. **Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment.** Students changing majors or programs must meet requirements as stated in the catalog that is current at the time they make such changes. The same holds true for students moving between schools and colleges. Students may at any time change from an earlier catalog to a subsequent current catalog, but must meet all requirements for graduation of that catalog. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Final class dates as established by the calendar will be the final date for completion of the core curriculum.

Academic Standing

Students enrolled in the programs in the School of Integrated Health are regarded as members of the academic community of Indiana Wesleyan University and are responsible for conforming to the standards of conduct as outlined in the student handbook of the student's respective program. Continued enrollment in these programs is at all times subject to review of the student's academic record and of the student's actions with regard to observance of university policies and regulations. Policies and regulations can be found in the student handbook of the student's respective program and/or IWU Catalog.

Placement on Probation - Students enrolled in a School of Integrated Health OTA program will be placed on probation if their GPA falls below the minimum 2.7 standard defined by the program's student handbook. Students are given two consecutive terms to satisfactorily raise their GPA. The GPA is reviewed after the second term and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive terms.
- A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is ineligible to reapply for admission into the program in which the course was repeated.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months; however, re-enrollment will depend on the course offerings and could be twelve months following the suspension. The application must be made in writing to the Dean of the School of Integrated Health.

Academic Dismissal - Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.

Repeated/Incomplete Courses

Repeated Courses

A student may repeat any course once in which a grade below "C" ("C-," "D+," "D," or "F") was previously earned. Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than "C" but below the level required for that specific course. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student's grade point average (GPA). All entries, however, remain a part of the student's permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning

Since a course may be repeated once, failure to achieve a satisfactory grade in a course after two attempts will result in academic suspension and ineligibility to complete the major in which the course was repeated.

Incomplete Grades

Students are to complete the course requirements by the last class session. However, extenuating circumstances may prevent the student from completing the course requirements in a timely manner. In these rare situations, to prevent grade penalization, a student may request an incomplete grade ("I") if he/she has met the course attendance requirements and completes the following process:

- Via email communication, the student must request an "I" from the instructor.
- The instructor must obtain approval from the appropriate Program Director.

A student who receives an "I" has until the end of the subsequent term to complete and submit course requirements to the instructor issuing the "I" grade. If the student fails to complete the course requirements in the allotted time, the "I" will automatically become an "F."

OTA - Occupational Therapy Assistant

OTA - Program of Study

Term 1

BIO-111	Anatomy and Physiology I	4
BIO-111L	Anatomy and Physiology I Lab	0
ENG-140	College Writing	3
PHE-190	Medical Terminology	3
PSY-150	General Psychology	3

Term 2

BIO-112	Anatomy and Physiology II	4
BIO-112L	Anatomy and Physiology II Lab	0
OTA-110	Foundations of OT I: Balance of Performance and Well-Being and Professional Responsibilities	2
ENG-141	Research and Writing	3
PSY-250	Developmental Psychology	3

Term 3

OTA-240	Functional Anatomy/Kinesiology	4
OTA-120	Foundations of OT II: Models, Theories, Evidenced-Based Practice, and Intraprofessional/Interprofessional Communication	2
OTA-250	OT Theory and Concepts	3
PSY-366	Psychology of Abnormal Behavior	3

Term 4

COM-115	Introduction to Human Communication	3
OTA-260	Clinical Reasoning/Occupational Performance Patterns I: Pediatric/Adolescence Conditions	3
OTA-270	Clinical Reasoning/Occupational Performance Patterns II: Mental Health Conditions	3
BIB-120	The Bible As Literature	3
BIB-121	Bible Journeys	3

Term 5

MAT-112	General Statistics	3
OTA-300	Fieldwork IA: Community/Emerging Practice Skills Collaboration	1
OTA-310	Clinical Reasoning/Occupational Performance Patterns III: Adults with Orthopedic/Non-Neurological Conditions	4

OTA-320	Clinical Reasoning/Occupational Performance Patterns IV: Neurological Conditions	3
OTA-330	Fieldwork IB: Therapeutic Interventions /Clinical Applications	1
Term 6		
OTA-340	Administration, Management, Servant Leadership, Scholarship, and Professionalism	3
OTA-350	Clinical Reasoning and Competency/ Occupational Performance Patterns V: Life Satisfaction and Aging	3
OTA-360	Fieldwork IIA	2
Term 7		
OTA-365	Fieldwork IIB	6

Bachelor Degree Programs

BS - Addictions Counseling

The Bachelor of Science degree with a major in Addictions Counseling program is a 22-month course of study that provides an in-depth education from a Christian perspective for persons who desire to understand and/or serve addicted persons and their families. Most coursework is completed online with onsite practicums offered at mutually agreed-upon sites.

Graduates from this major should be able to:

- Explain the biological, psychosocial, and spiritual dimension of addictions.
- Describe how God brings about holistic transformation through trained addictions professionals within their therapeutic community/system.
- Relate evidence-based addictions counseling techniques to the assessment, treatment planning, and client/system change process.
- Evaluate theories and empirical evidence underlying addictions counseling practice.
- Discuss the pharmacological properties of major drugs and their impact on the brain and behavior.
- Apply principles of ethical practice with diverse populations.
- Employ theories and techniques of effective client interaction and group counseling.
- Appraise the needs and strengths of the addicted individual within the context of the family system.
- Assess personal and professional development needs and manage an approach for life-long learning and growth.

Admission Requirements

The admission requirements for this program are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the School of Integrated Health may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Students may transfer in up to 15 hours of credit for the following core courses: ADC-210, SOC-210, PSY-250, ADC-310, ADC-320, PSY-370, and PSY-366.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Practicum Requirements

As part of the Bachelor of Science degree with a major Addictions Counseling program at IWU, each student will be required to complete a practicum experience whereby students will engage in on-site learning via an agency or center focused on the practice of addictions counseling. Sites are secured through a collaborative effort between the Coordinator of Practicums and Field Experiences and each individual student. Student will be required to complete a total of 350 hours of practicum experience over the span of 20 weeks. These hours will coincide with the final four courses of the program (ADC-471, ADC-472, ADC-473 and ADC-474). This averages out to about 17.5 hours each week where students will participate in a practicum experience. This practicum is key to the student's learning experience as it provides opportunity for students to receive constructive feedback and continual supervision while gaining experience in a professional counseling setting.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Addictions Counseling from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of the required core courses with a GPA of 2.50 or higher.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 336)).
- Completion of a total of 350 supervised hours of practicum field experience.
- Payment of all tuition and fees is required to receive a diploma.

Addictions Counseling - Program of Study

Prerequisite Course

(Must be completed prior to starting the core program)

PSY-150	General Psychology	3

Core Courses

Before beginning any practicum class (ADC-471, ADC-472, ADC-473, ADC-474), students must complete ADC-202, ADC-210, ADC-310, ADC-320, and ADC-458.

ADC-202	Principles of Addictions Counseling	4
ADC-210	Addictions Theory	3
SOC-210	Intergroup Relations	3
PSY-250	Developmental Psychology	3
ADC-310	Addictions Counseling Skills	3
ADC-320	Theory and Practice of Group Counseling	3
PSY-370	Theories of Personality	3
PSY-366	Psychology of Abnormal Behavior	3
ADC-212	Psychopharmacology	3
PSY-322	Physiological Psychology	3
ADC-330	Counseling Addicted and Dysfunctional Family Systems	3
ADC-458	Addiction Programs and Professional Development	3
ADC-471	Addictions Counseling Practicum I	2

ADC-472	Addictions Counseling Practicum II	2
ADC-473	Addictions Counseling Practicum III	2
ADC-474	Addictions Counseling Practicum IV	2

BS - Criminal Justice

The Bachelor of Science degree with a major in Criminal Justice requires a student to earn 42 credits in 14 core courses and a total of 120 credits of coursework.

Graduates with criminal justice degrees enjoy a wide range of career choices with great opportunities for lifelong advancement. This program is designed to open opportunities and positions of leadership to those desiring to work within the field of security, law enforcement, criminal justice, and homeland security.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Courses are offered in the classroom setting and online.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Criminal Justice degree should be able to:

- Evidence an understanding of justice administration and crime prevention.
- Demonstrate how to communicate a compelling message of hope in Christ to anyone affected by crime.
- Work effectively with all persons appreciating their value and diverse background.
- Demonstrate critical thinking and problem-solving skills.

Admission Requirements

The admission requirements for bachelor degree programs are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Criminal Justice from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma.

Criminal Justice (BS) - Program of Study

Prerequisite Courses

CRJ-181 Introduction to Criminal Justice must be completed before starting the core program. This requirement is waived for students with relevant work experience or for students with an associate's degree in criminal justice earned at a regionally accredited college or university.

CRJ-181	Introduction to Criminal Justice	3

Core Courses

CRJ-309	Youth and Crime	3
CRJ-320	Diversity in Criminal Justice	3
CRJ-358	Criminal Law	3
CRJ-472	Court Procedures	3
CRJ-461	Ethics in Criminal Justice	3
CRJ-463	Forensics	3
CRJ-465	Constitutional Law/Civil Liberties	3
CRJ-467	Research Methods and Analysis in Criminal Justice	3
CRJ-319	Probation and Parole	3
CRJ-332	Victimology	3
CRJ-346	Restorative Justice	3
CRJ-464	Cybercrime	3
CRJ-468	Criminal Justice Administration	3
CRJ-486	Capstone in Criminal Justice	3

BS - Health Sciences - Post-Clinical Specialization

This program will focus on providing knowledge and skills in general Health Sciences to equip graduates with developed critical thinking skills, the ability to analyze information, overall concepts, and applications to pursue a career in the health care field.

Upon completion students will be able to demonstrate:

- Exhibit servant leadership and advocacy to lead or manage within a healthcare environment.
- Display competency in applying knowledge collaboratively to solve healthcare problems.
- Exhibit exemplary and effective verbal and written communication in an informed manner within the healthcare setting.
- Develop proficiency in the application of terminology, concepts, theories, processes, and skills specific to optimizing healthcare delivery.
- Demonstrate an awareness and articulate understanding of the complex healthcare system in the US.
- Demonstrate the ability to search and retrieve information relative to clinical practice issues and health policies to make informed decisions based on evidence analysis.
- Articulate a Christ-centered worldview and its implication in healthcare.

Admission Requirements

Admission requirements for the Bachelor of Science degree with a major in Health Sciences offered through the School of Integrated Health:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council of Higher Education Accreditation (CHEA).
- Associate degree in related healthcare field or Professional Healthcare License/Certification (Paramedic, Respiratory Therapy, Radiologic Technologist, Surgical Technologist, Dental Hygienist, Occupational Therapy Assistant, Physical Therapy Assistant).

Transfer Credit Policy

- Credit must have been earned at a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council of Higher Education Accreditation (CHEA) with a minimum grade of "C".

- Students must complete at least 30 hours at Indiana Wesleyan University (required 21 hours of major).

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

- Completion of 120 credit hours.
- Cumulative GPA of 2.5.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 337)).
- Completion of the required major and specialization courses with a minimum grade of “C” and a GPA of 2.75 or higher.
- Payment of all tuition and fees is required to receive a diploma.

Post-Clinical Specialization - Program of Study

Major Courses

HSC-300	Spirituality in Healthcare	3
HSC-305	Healthcare Systems	3
HSC-310	Research Methodology and Statistics in Healthcare	3
HSC-315	Health, Safety and Ethics in the Healthcare Environment	3
HSC-400	Epidemiologic Principles and Issues in Diverse Populations	3
HSC-405	Management and Leadership in Health Sciences	3
HSC-410	Health Science Capstone	3

Post-Clinical Specialization Required Courses

BIO-130	Anatomy & Physiology I with Lab for Health Sciences	4
BIO-131	Anatomy & Physiology II with Lab for Health Sciences	4
PSY-250	Developmental Psychology	3
PHE-190	Medical Terminology	3

Post-Clinical Specialization Elective Courses

Select 6 credit hours from the following list of courses.

BIO-215	Genetics in Health Sciences	3
PSY-366	Psychology of Abnormal Behavior	3
HSC-250	Pharmacology in Health Sciences	3
PHE-362	Nutrition for Health	3
CHE-130	Chemistry I with Lab for Health Sciences	4
CHE-131	Chemistry II with Lab for Health Sciences	4
PHY-130	Physics I with Lab for Health Sciences	4
PHY-131	Physics II with Lab for Health Sciences	4

BS - Health Sciences - Pre-Clinical Specialization

This program will focus on providing knowledge and skills in general Health Sciences to equip graduates with developed critical thinking skills, the ability to analyze information, overall concepts, and applications to pursue a career in the health care field.

Upon completion students will be able to demonstrate:

- Exhibit servant leadership and advocacy to lead or manage within a healthcare environment.
- Display competency in applying knowledge and collaboratively to solve healthcare problems.
- Exhibit exemplary and effective verbal and written communication in an informed manner within the healthcare setting.
- Develop proficiency in the application of terminology, concepts, theories, processes, and skills specific to optimizing healthcare delivery.
- Demonstrate an awareness and articulate understanding of the complex healthcare system in the US.
- Demonstrate the ability to search and retrieve information relative to clinical practice issues and health policies to make informed decisions based on evidence analysis.
- Articulate a Christ-centered worldview and its implication in healthcare.

Admission Requirements

Admission requirements for the Bachelor of Science degree with a major in Health Sciences offered through the School of Integrated Health:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council of Higher Education Accreditation (CHEA).

Transfer Credit Policy

- Credit must have been earned at a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of “C”.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University (required 21 hours of major).

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

- Completion of 120 credit hours.
- Cumulative GPA of 2.5.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 337)).
- Completion of the required major and specialization courses with a minimum grade of “C” and a GPA of 2.75 or higher.
- Payment of all tuition and fees is required to receive a diploma.

Pre-Clinical Specialization - Program of Study

Major Courses

HSC-300	Spirituality in Healthcare	3
HSC-305	Healthcare Systems	3
HSC-310	Research Methodology and Statistics in Healthcare	3
HSC-315	Health, Safety and Ethics in the Healthcare Environment	3
HSC-400	Epidemiologic Principles and Issues in Diverse Populations	3
HSC-405	Management and Leadership in Health Sciences	3
HSC-410	Health Science Capstone	3

Pre-Clinical Specialization Required Courses

BIO-130	Anatomy & Physiology I with Lab for Health Sciences	4
BIO-131	Anatomy & Physiology II with Lab for Health Sciences	4
PSY-250	Developmental Psychology	3
PHE-190	Medical Terminology	3

Pre-Clinical Specialization Elective Courses

Select 12 credit hours from the following list of courses.

BIO-215	Genetics in Health Sciences	3
PSY-366	Psychology of Abnormal Behavior	3
HSC-250	Pharmacology in Health Sciences	3
PHE-362	Nutrition for Health	3
CHE-130	Chemistry I with Lab for Health Sciences	4
CHE-131	Chemistry II with Lab for Health Sciences	4
PHY-130	Physics I with Lab for Health Sciences	4
PHY-131	Physics II with Lab for Health Sciences	4

BS - Human Services - Leadership Specialization

The Bachelor of Science with a major in Human Services educates students from a Biblical understanding of social advocacy. Graduates are equipped to serve in entry-level positions in a vast array of organizations. These organizations include the justice system, government agencies, juvenile detention centers, and social service agencies.

Upon completion of the program, students will be able to:

- Integrate Biblical perspectives on providing care to oppressed or disadvantaged people.
- Assess services to identified constituencies in social service agencies.
- Advocate for positive social change at the micro and macro levels.
- Evaluate the effectiveness and need for services rendered by social service agencies.
- Articulate a management plan for resources of the social service agency for the benefit of the community.
- Analyze the key components of effective leadership within the context of personal, team, and organizational dynamics.
- Apply leadership and followership theories and models within diverse multi-cultural and global settings.
- Demonstrate knowledge and skills necessary to successfully lead learning and change initiatives to enhance organizational outcomes.
- Integrate faith perspectives, critical thinking, and ethical decision-making with personal development and professional practice as a leader.

Admission Requirements

The admission requirements for this program are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the School of Integrated Health may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the School of Integrated Health.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

- Completion of 120 credit hours.
- Cumulative GPA of 2.0 or higher.
- Completion of all required core courses with a GPA of 2.25 or higher.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma.

BS - Human Services - Leadership Specialization - Program of Study

Prerequisites

(Must be completed prior to starting the core program)

PSY-150	General Psychology	3
HMSR-220	Interview Skills in Human Services	3

Core Courses

HMSR-181	Leading Change in the Human Services	2
CRJ-309	Youth and Crime	3
SOC-210	Intergroup Relations	3
LDR-205	Introduction to Leading	3
CRJ-268	Crisis Intervention	3
LDR-220	Developing the Self As Leader	3
HMSR-340	Advocacy in Human Services	3
HMSR-350	Systems of Social Change	3
HMSR-420	Program Planning and Evaluation in Human Services	3
HMSR-430	Administration in Human Services	3
HMSR-490	Capstone in Human Services	4

Leadership Courses

LDR-260	Critical Thinking for Leaders	3
LDR-305	Ethics and Decision-Making for Leaders	3
LDR-320	Followership	3
LDR-365	Foundations of Organizational Behavior	3

BS - Human Services - Life Coaching Specialization

The Bachelor of Science with a major in Human Services educates students from a Biblical understanding of social advocacy. Graduates are equipped to serve in entry-level positions in a vast array of organizations. These organizations include the justice system, government agencies, juvenile detention centers, and social service agencies.

Upon completion of the program, students will be able to:

- Integrate Biblical perspectives on providing care to oppressed or disadvantaged people.
- Assess services to identified constituencies in social service agencies.
- Advocate for positive social change at the micro and macro levels.
- Evaluate the effectiveness and need for services rendered by social service agencies.
- Articulate a management plan for resources of the social service agency for the benefit of the community.
- Apply the ICF Code of Ethics.
- Demonstrate respect for cultural differences.
- Describe the importance of ongoing learning and development as a life coach.

Admission Requirements

The admission requirements for this program are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the School of Integrated Health may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Courses must be approved by the School of Integrated Health.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

- Completion of 120 credit hours.
- Cumulative GPA of 2.0 or higher.
- Completion of all required core courses with a GPA of 2.25 or higher.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma.

BS - Human Services - Life Coaching Specialization - Program of Study

Prerequisites

(Must be completed prior to starting the core program)

PSY-150	General Psychology	3
HMSR-220	Interview Skills in Human Services	3

Core Courses

HMSR-181	Leading Change in the Human Services	2
CRJ-309	Youth and Crime	3
SOC-210	Intergroup Relations	3
LDR-205	Introduction to Leading	3

CRJ-268	Crisis Intervention	3
LDR-220	Developing the Self As Leader	3
HMSR-340	Advocacy in Human Services	3
HMSR-350	Systems of Social Change	3
HMSR-420	Program Planning and Evaluation in Human Services	3
HMSR-430	Administration in Human Services	3
HMSR-490	Capstone in Human Services	4
Life Coaching Courses		
LCT-431	Foundations of Life Coaching	3
LCT-432	Co-Creating the Relationship	3
LCT-433	Communicating Effectively	3
LCT-434	Cultivating Learning and Growth	3

BS - Psychology of Human Relations

The Bachelor of Science degree with a major in Psychology of Human Relations program is the application of psychological principles in everyday life, highlighting 1) ethical principles, 2) critical thinking, 3) creative problem solving, and 4) personal and professional impact. Courses include organizational psychology, theories of personality, social psychology, spiritual formation, counseling techniques, and research methods. The Capstone series embedded in this program gives each student the opportunity to tailor his/her academic focus in order to address personal and professional goals.

Upon completion of the program, students will be able to:

- Show a value for self and others as persons of worth, created in God's image.
- Demonstrate an understanding of ethical tenets of psychology.
- Describe a foundational knowledge of psychology as a field of inquiry.
- Discuss basic social science research methods with regard to the understanding of human relationships.
- Apply core psychological principles to personal, social, and organizational issues.
- Demonstrate the skill and dispositions of creating hope in the world through human relationships.

Admission Requirements

The admission requirements for this program are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Psychology of Human Relations from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of the required core courses with a GPA of 2.25 or higher.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma.

Psychology of Human Relations - Program of Study

Prerequisite Course

(Must be completed prior to starting the core program)

PSY-150	General Psychology	3
PSY-250	Developmental Psychology	3

Core Courses

HMSR-220	Interview Skills in Human Services	3
PSY-325	Contemporary Theories in Psychotherapy	3
PSY-322	Physiological Psychology	3
PSY-370	Theories of Personality	3
PSY-305	Statistical Analysis for Social Sciences	3
PSY-357	Research Methods in Applied Psychology	3
PSY-366	Psychology of Abnormal Behavior	3
PSY-440	Psychology and Spiritual Formation	3
PSY-430	Techniques in Motivation and Change	3
PSY-425	Ethical Issues in Psychology	3
PSY-360	Social Psychology	3
PSY-415	Organizational Psychology	3
PSY-491	Capstone in Psychology and Human Relations	4

BSW - Social Work

The Baccalaureate Social Work Program at Indiana Wesleyan University prepares students for entry-level generalist social work practice. Generalist social work practice is an approach to social work that emphasizes the relationship between the client system and the environment. It uses the knowledge, values, and skills that are transferable to a wide variety of client systems including individuals, families, groups, organizations, and communities. The generalist social worker employs a problem solving process using the skills of assessment, planning, contracting, implementation, evaluation, and termination as he/she works with various client systems to enhance social functioning. Students who graduate from the Baccalaureate Social Work Program at Indiana Wesleyan University are employed in a variety of settings including positions working with public agencies, schools, hospitals, mental health facilities, hospice, adoption, foster care, residential care, courts, corrections, and the developmentally disabled. In addition, the social work major prepares students for graduate education.

The mission of the Social Work Program is to prepare students for social work practice through the teaching of the knowledge, values, and skills that equip them to be change agents advocating for the dignity and worth of all people and respect for human diversity. The Social Work program develops world changers by instructing students to utilize scientific inquiry, to integrate worldview, faith, and learning into active service that promotes social justice and growth for individuals, families, groups, communities and organizations.

Upon completion of the Social Work program at Indiana Wesleyan University, students will be able to demonstrate the following core competencies within the framework of the generalist model of social work practice:

- Demonstrate ethical and professional behavior.
- Engage in diversity and difference in practice.
- Advance human rights and social, economic, and environmental justice.
- Engage in practice-informed research and research-informed practice.
- Engage in policy practice.
- Engage with individuals, families, groups, organizations, and communities.
- Assess individuals, families, groups, organizations, and communities.
- Intervene with individuals, families, groups, organizations, and communities.

- Evaluate practice with individuals, families, groups, organizations, and communities.

In addition, the program integrates the IWU Institutional Learning Outcomes.

The IWU Social Work program is accredited by the Council on Social Work Education (CSWE). Students wishing to continue graduate education may be eligible for advanced standing at many graduate schools of Social Work. Graduates of the Social Work program are eligible to become full members of the National Association of Social Workers (NASW) and North American Association of Christians in Social Work (NACSW).

Throughout the curriculum, theory and practice are integrated through a variety of educational experiences. Students become active within their community in a variety of capacities as they complete major course assignments. When all major course work is complete students enter the field education component of the program. A minimum of 400 hours in the field are required, averaging 17 hours per week over a 24 week period. According to CSWE, the field placement is the signature pedagogy of Social Work education.

Admission Requirements

Admission to the Bachelor of Social Work program includes two steps. The first is being admitted as a pre-social work major. Requirements for this step are listed below (#1-4). The second step is admission as a social work major, which is described in #5.

1. Proof of standard high school diploma or GED certification.
2. Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
3. A maximum of 40 hours of credit may be earned through the assessed learning process. (The Social Work Program does not grant social work course credit for life experience or previous work experience.)
4. Prior completion of at least 45 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
5. During the Introduction to Social Work course an Application to the Social Work Program is introduced. The application is completed in the second social work major course and an interview is completed with the Director of the BSW Program. This is followed by a formal letter of acceptance to the program.

ADMISSION TO THE SOCIAL WORK PROGRAM

The admission of students to the Social Work program is a formal process separate from the initial declaration of social work as a major. The process includes successful completion of the SWK-170 Introduction to Social Work course and completion of 45 credit hours with a cumulative grade point average of 2.5. Admission is granted after students successfully complete an application, compile three reference letters, and complete a department interview. Any unfavorable decision may be appealed by following the grievance procedures on file in the department and student handbook.

Transfer Policy

Students may transfer in credit for the following core courses: PSY-150, SOC-150, SOC-152, SOC-210, ECO-205, POL-200, BIO-106, BIO-106L, MAT-305, SWK-170, SWK-342, SWK-343, SWK-335, SWK-336, and SOC-482.

- Only courses in which a "C" was earned will transfer.
- The student must complete at least 30 semester hours of the core courses through IWU.
- The Social Work program does not grant social work course credit for life experience or previous work experience.

Field Placement

After all major coursework is complete, each student is required to complete a Field Placement in a social service agency. This placement site will be arranged by the Director of Field Experience in collaboration with each student, aiming to align with the student's professional goals and development needs. As such, each student will complete a Social Work Field Placement Application along with an updated resume and personal statement. Students will submit their field placement application to the Director of Field Experience. Field Placement options are discussed and a tentative plan is created for Field Placement based on the student's interest and needs.

There are two Field Experience courses, SWK-366 and SWK-466, which are taken concurrently with two Field Seminar courses, SWK-370 and SWK-470. Students are to complete all foundational and core courses as pre-requisites to taking SWK-

366 and SWK-370, which are pre-requisites to SWK-466 and SWK-470. While there are two field experience courses, they are completed in one agency setting over a period of approximately six months.

Program Requirements

Continuation in the Social Work Major

The social work faculty reserves the right to request the withdrawal of any student whose academic performance, social fitness, and mental or physical health make it inadvisable to continue in the program. All decisions regarding continuation in the program are based on the recommendations of the Social Work full-time faculty.

Students who receive a grade of less than a "C" in any course required for the social work major must repeat the course. Students must maintain an overall grade point average of 2.5 and a 2.7 in the major. To graduate, a student must maintain a grade point average of 2.7 in the major and a cumulative grade point average of 2.5. Students who fall below this grade-point average will be placed on probation per the CAPS catalog. Failure to raise the grade point average to 2.5 overall and 2.7 in the major could then result in dismissal from the program.

- A minimum grade of "C" is required in all Social Work courses.
- Students must successfully complete SWK-170 (Introduction to Social Work) and be enrolled in SWK-342 (Human Behavior and Social Environment I) before being admitted into the Social Work Program and continuing on with taking Social Work core courses. Students who fail to earn a "C" or better in a Social Work core course may not continue in the Social Work program until that course is successfully repeated.
- All courses required for the Social Work major (BSW degree) must be completed before students can take Field Placement I and II (SWK-366 and SWK-466) and Field Seminar I and II (SWK-370 and SWK-470).
- All Social Work courses must be successfully completed in the sequence prescribed by the program's requirements. Failure to successfully complete a course will result in an administrative withdrawal from the program.

Incomplete Grades

Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. However, the issuance of an incomplete cannot be given if the student fails to meet the attendance requirements. In these rare situations, a grade of "I" (incomplete) may be issued but only after completing the following process:

- The student must request an "I" from the instructor.
- The instructor must obtain approval from the appropriate Regional Dean/Program Director/Program Chair/Division Chair.

The issuance of an incomplete; however, cannot be given if the student fails to meet the attendance requirements. Because an "incomplete" is granted only for **extenuating circumstances**, the student's grade will not be penalized.

Extenuating Circumstances for Incomplete Grade Request

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks
- A death in the immediate family
- Judicial obligations
- Other verifiable emergencies deemed appropriate by the instructor

Procedure for Requesting an Incomplete

- Request for a grade of incomplete must be initiated by the student.
- The faculty member retains the right to make the final decision on accepting a student's request for an incomplete grade even though the student may meet eligibility requirements for an incomplete.
- Valid reasons for not completing the work within a course must be presented in writing to the professor before the last day of that course.
- Request for Incomplete Form will be submitted to the BSW Program Director for approval.
- If approved, written arrangements for completion of course work must be provided by the granting faculty member to the student along with this policy document at the time the incomplete grade is submitted (see Plan for Completion of Course Work).

- The student must have the ability to pass the class at the time of the request.
- No more than 1/3 of the work for the course may be left to be completed.
- Grades of "I" may only be awarded at the end of a course.
- Incomplete grades will not be computed into GPA.
- Incomplete grades may have an impact on Financial Aid and Scholarships.
- It is the responsibility of the student to complete and submit the remaining course work before the assigned deadline.
- Coursework must be completed and a grade submitted no later than 6 weeks from end of course.
- Any student not fulfilling the contract obligations of the Incomplete will receive a grade of "F".
- Students who receive converted grades of "F" may appeal disputed grades as outlined in the university catalog.
- Students who receive converted grades of "F" will not be able to continue in their existing schedule or register for new courses until that course is repeated according to BSW Policy.

Exception to an Incomplete

A student with more than one incomplete on record is subject to academic suspension.

Graduation Requirements

To graduate with the BSW from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Cumulative GPA of 2.5.
- Completion of all major courses with a cumulative GPA of 2.7 or higher.
- Completion of a total of 400 supervised hours of field experience.
- Completion of 30 hours of general education as specified General Education Requirements (p. 336).
- Payment of all tuition and fees is required to receive a diploma.

Programs Offered

BSW - Social Work

Social Work - Program of Study

Prerequisites

(Must be passed before starting the core program).

PSY-150	General Psychology	3
SOC-150	Introduction to Sociology	3

Foundational Courses

All courses must be completed with a grade of "C" or higher.

SOC-210	Intergroup Relations	3
BIO-106	Environment and Society	4
BIO-106L	Environment and Society Lab	0
POL-200	State and Local Government and	3

	Politics	
ECO-205	Introduction to Business Economics	3
SOC-152	Social Problems	3

Core Courses

All courses must be completed with a grade of "C" or higher.

SWK-170	Introduction to Social Work	3
SWK-342	Human Behavior and the Social Environment I	3
SWK-343	Human Behavior and the Social Environment II	3
SWK-335	Social Welfare Organization	3
SWK-336	Social Policy	3
PSY-305	Statistical Analysis for Social Sciences	3
SOC-482	Social Research	3
SWK-355	Social Work Practice I	3
SWK-356	Social Work Practice II	3
SWK-357	Social Work Practice III	3
SWK-370	Social Work Field Placement Seminar I	3
SWK-470	Social Work Field Placement Seminar II	3
SWK-366	Social Work Field Placement I	3 to 6
SWK-466	Social Work Field Placement II	6 to 9

BSW - Social Work - Addictions Specialization

Social Work - Addictions Specialization - Program of Study

Prerequisites

(Must be passed before starting the core program).

PSY-150	General Psychology	3
SOC-150	Introduction to Sociology	3

Foundational Courses

All courses must be completed with a grade of "C" or higher.

SOC-210	Intergroup Relations	3
BIO-106	Environment and Society	4
BIO-106L	Environment and Society Lab	0
POL-200	State and Local Government and Politics	3
ECO-205	Introduction to Business Economics	3
SOC-152	Social Problems	3

Core Courses

All courses must be completed with a grade of "C" or higher.

SWK-170	Introduction to Social Work	3
SWK-342	Human Behavior and the Social Environment I	3
SWK-343	Human Behavior and the Social Environment II	3

	Environment II	
SWK-335	Social Welfare Organization	3
SWK-336	Social Policy	3
PSY-305	Statistical Analysis for Social Sciences	3
SOC-482	Social Research	3
SWK-355	Social Work Practice I	3
SWK-356	Social Work Practice II	3
SWK-357	Social Work Practice III	3
SWK-370	Social Work Field Placement Seminar I	3
SWK-470	Social Work Field Placement Seminar II	3
SWK-366	Social Work Field Placement I	3 to 6
SWK-466	Social Work Field Placement II	6 to 9

Specialization Courses

All courses must be completed with a grade of "C" or higher.

ADC-202	Principles of Addictions Counseling	4
ADC-210	Addictions Theory	3
ADC-320	Theory and Practice of Group Counseling	3
PSY-155	Personal Adjustment	3

BSW - Social Work - Child Advocacy Specialization

Social Work - Child Advocacy Specialization - Program of Study

Prerequisites

(Must be passed before starting the core program).

PSY-150	General Psychology	3
SOC-150	Introduction to Sociology	3

Foundational Courses

All courses must be completed with a grade of "C" or higher.

SOC-210	Intergroup Relations	3
BIO-106	Environment and Society	4
BIO-106L	Environment and Society Lab	0
POL-200	State and Local Government and Politics	3
ECO-205	Introduction to Business Economics	3
SOC-152	Social Problems	3

Core Courses

All courses must be completed with a grade of "C" or higher.

SWK-170	Introduction to Social Work	3
SWK-342	Human Behavior and the Social Environment I	3
SWK-343	Human Behavior and the Social Environment II	3
SWK-335	Social Welfare Organization	3
SWK-336	Social Policy	3
PSY-305	Statistical Analysis for Social	3

	Sciences	
SOC-482	Social Research	3
SWK-355	Social Work Practice I	3
SWK-356	Social Work Practice II	3
SWK-357	Social Work Practice III	3
SWK-370	Social Work Field Placement Seminar I	3
SWK-470	Social Work Field Placement Seminar II	3
SWK-366	Social Work Field Placement I	3 to 6
SWK-466	Social Work Field Placement II	6 to 9

Specialization Courses

All courses must be completed with a grade of "C" or higher.

CRJ-309	Youth and Crime	3
CRJ-332	Victimology	3
PSY-250	Developmental Psychology	3
PSY-370	Theories of Personality	3

BSW - Social Work - Counseling Specialization

Social Work - Counseling Specialization - Program of Study

Prerequisites

(Must be passed before starting the core program).

PSY-150	General Psychology	3
SOC-150	Introduction to Sociology	3

Foundational Courses

All courses must be completed with a grade of "C" or higher.

SOC-210	Intergroup Relations	3
BIO-106	Environment and Society	4
BIO-106L	Environment and Society Lab	0
POL-200	State and Local Government and Politics	3
ECO-205	Introduction to Business Economics	3
SOC-152	Social Problems	3

Core Courses

All courses must be completed with a grade of "C" or higher.

SWK-170	Introduction to Social Work	3
SWK-342	Human Behavior and the Social Environment I	3
SWK-343	Human Behavior and the Social Environment II	3
SWK-335	Social Welfare Organization	3
SWK-336	Social Policy	3
PSY-305	Statistical Analysis for Social Sciences	3
SOC-482	Social Research	3
SWK-355	Social Work Practice I	3
SWK-356	Social Work Practice II	3
SWK-357	Social Work Practice III	3

SWK-370	Social Work Field Placement Seminar I	3
SWK-470	Social Work Field Placement Seminar II	3
SWK-366	Social Work Field Placement I	3 to 6
SWK-466	Social Work Field Placement II	6 to 9

Specialization Courses

All courses must be completed with a grade of "C" or higher.

ADC-320	Theory and Practice of Group Counseling	3
HMSR-220	Interview Skills in Human Services	3
PSY-325	Contemporary Theories in Psychotherapy	3
PSY-370	Theories of Personality	3

Graduate Degree Programs

Master of Arts - Psychology

The Master of Arts with a major in Psychology and specializations in Life Coaching and Positive Psychology and Industrial and Organizational Psychology, is designed to train students in the history, theory and research methods of psychology from a Christian faith perspective. Our program promotes not only development as a competent and ethical professional, but also encourages students to grow in all aspects of their lives, including work, health and relationships.

This is a 30-credit hour, online program that can be completed in about a year. The MA with a major in Psychology is appropriate both for students with a limited background in psychology and those who hold an undergraduate degree in the field. The program prepares students for work in a variety of professional settings, including government, business, non-profits, and the church. Some students also use the program to clarify their interest in professional psychology; others use it as a first step toward doctoral studies. While graduates can continue on with further study to become licensed mental health workers, this program is not intended to qualify students for independent practice as a licensed professional psychologist.

Students should be aware that demonstrated ability for research or analysis is a critical requisite skill for this program. A research course or preparatory module may be advised if students do not satisfy preliminary standards.

Graduates of this program should be able to:

- Articulate the development of the field of psychology over time.
- Demonstrate a professional identity through acts of service based upon current research in a specialization of psychology.
- Integrate theoretical models of human bio-psychosocial and spiritual development with the concepts of flourishing.
- Describe the spectrum of mental health and well-being from both a traditional psychopathology and positive psychology perspectives.
- Create a theoretical model of personality development and social interaction.
- Apply the principles of positive psychology to promote human flourishing.

Specialization in Life Coaching and Positive Psychology

- Articulate an ability to reflect on how positive psychology can enhance spiritual development.
- Apply principles of positive psychology to the process of life coaching.

Specialization in Industrial and Organizational Psychology

- Apply ethical principles to organizational processes.
- Apply theories of motivation to help employees develop their strengths in the workplace.

Capstone in Life Coaching and Positive Psychology or Industrial and Organizational Psychology

- Within a specialization of psychology, synthesize the principles, theories and practices in a culminating project that improves the lives of others.

MA - Psychology - Industrial and Organizational Psychology Specialization

Admission Requirements

The Master of Arts with a major in Psychology program is designed for individuals from a variety of backgrounds and requires no specific prerequisite courses. However, for admission to the program, it is necessary to meet the following requirements and submit relevant documentation.

- A baccalaureate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA), verified on official transcripts sent by the institution directly to Indiana Wesleyan University.
- The bachelor's degree may be in any field and there are no pre-requisite courses that must be completed prior to starting the program.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.25, the student may be admitted on a probationary basis, as established by the guidelines of the college.
- Two recommendations from individuals familiar with the applicant's academic and professional competencies. Recent college graduates should have at least one academic recommendation.
- Applicants who have been out of college more than three years should submit professional recommendations.

Transfer of Credit

Credit may be allowed for courses equivalent in content, credit hours, and course title, except for the Capstone course. Only coursework completed at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum of "C" or higher is acceptable for transfer credit. A maximum of six credit hours of equivalent coursework may be transferred in to meet program requirements.

Graduation Requirements

- Completion of the 30-hour program with an overall GPA of at least 3.0 and a minimum grade of "C" in all IWU graduate work. A grade of "C-" or below will require the course to be repeated.
- Payment of all tuition and fees is required to receive a diploma.

MA - Psychology - Industrial and Organizational Psychology - Program of Study

Core Courses

All courses must be completed with a grade of "C" or higher.

PSY-520	Lifespan Development	3
PSY-525	Theories of Personality Development	3
PSY-530	History and Systems of Psychology	3
PSY-535	Research Methods in Psychology	3
PSY-540	Psychopathology and Emerging Trends	3
PSY-545	Foundations of Interviews and Interventions	3

Specialization Courses - Industrial and Organizational Psychology

All courses must be completed with a grade of "C" or higher.

PSY-566	Principles and Practices of Industrial/	3

	Organizational Psychology	
PSY-567	Leadership and Motivation	3
PSY-568	Organizational Ethics	3
PSY-590	Capstone in Psychology	3

MA - Psychology - Life Coaching and Positive Psychology Specialization

Admission Requirements

The Master of Arts with a major in Psychology program is designed for individuals from a variety of backgrounds and requires no specific prerequisite courses. However, for admission to the program, it is necessary to meet the following requirements and submit relevant documentation.

- A baccalaureate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA), verified on official transcripts sent by the institution directly to Indiana Wesleyan University.
- The bachelor's degree may be in any field and there are no pre-requisite courses that must be completed prior to starting the program.
- An undergraduate grade point average (GPA) of 2.5 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. If an applicant's GPA is below 2.25, the student may be admitted on a probationary basis, as established by the guidelines of the college.
- Two recommendations from individuals familiar with the applicant's academic and professional competencies. Recent college graduates should have at least one academic recommendation.
- Applicants who have been out of college more than three years should submit professional recommendations.

Transfer of Credit

Credit may be allowed for courses equivalent in content, credit hours, and course title, except for the Capstone course. Only coursework completed at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum of "C" or higher is acceptable for transfer credit. A maximum of six credit hours of equivalent coursework may be transferred in to meet program requirements.

Graduation Requirements

- Completion of the 30-hour program with an overall GPA of at least 3.0 and a minimum grade of "C" in all IWU graduate work. A grade of "C-" or below will require the course to be repeated.
- Payment of all tuition and fees is required to receive a diploma.

MA - Psychology - Life Coaching and Positive Psychology - Program of Study

Core Courses

All courses must be completed with a grade of "C" or higher.

PSY-520	Lifespan Development	3
PSY-525	Theories of Personality Development	3
PSY-530	History and Systems of Psychology	3
PSY-535	Research Methods in Psychology	3
PSY-540	Psychopathology and Emerging Trends	3
PSY-545	Foundations of Interviews and	3

Interventions

Specialization Courses - Life Coaching and Positive Psychology

All courses must be completed with a grade of "C" or higher.

PSY-561	Research in Positive Psychology and Life Coaching	3
PSY-562	Positive Psychology, Life Coaching, and Christian Formation	3
PSY-563	Life Coaching and Positive Psychology	3
PSY-590	Capstone in Psychology	3

Master of Social Work

The Indiana Wesleyan University (IWU) Master of Social Work (MSW) Program is an online course of study including synchronous and asynchronous activities that offers a personal, professional, and innovative experience for all learners seeking to practice social work at the advanced practice level. Students will receive an integrative practice approach to the social work profession while learning to draw on individual and community strengths to work toward social change and justice in their respective communities. Advanced Practice social workers employ a range of problem-solving processes and clinical and research-based theories while using the skills of assessment, planning, contracting, implementation, evaluation, and termination as they work with various client systems to enhance functioning and improve well-being.

The IWU MSW Social Work program provides a Christian and biblical worldview perspective on social and economic justice and the intrinsic worth of all people. The generalist curriculum provides generalist social work theory, practice, policy, and research perspectives. The advanced generalist specialty practice curriculum provides theory, practice, policy, and research in advanced generalist social work practice with an emphasis on clinical knowledge and skills.

Students may enter the program in the Standard Track if they do not have an undergraduate social work degree from an accredited social work program. The program provides shorter term or longer-term enrollment options including standard track 24-month, standard track 33-month, and Advanced standing 16-month options. Advanced standing may be granted to students who have a BSW degree from an accredited social work program and have achieved a GPA of 2.7 or higher in the last seven years. All coursework in the online program is taken in sequence.

Graduates of this program will be able to:

- Demonstrate ethical and professional behavior in advanced social work practice.
- Advance Human Rights and Justice (Socially, Racially, Economically and Environmentally) in Advanced Social Work Practice
- Engage in practice that opposes racism, respects diversity, and promotes equity, and Inclusion in Advanced Social Work Practice.
- Engage in practice-informed research and research-informed practice in advanced social work practice.
- Engage in policy practice in advanced social work practice.
- Engage with individuals, families, groups, organizations, and communities in advanced social work practice.
- Assess individuals, families, groups, organizations, and communities in advanced social work practice.
- Intervene with individuals, families, groups, organizations, and communities in advanced social work practice.
- Evaluate practice with individuals, families, groups, organizations, and communities in advanced social work practice.

Academic Information

Catalog Governing Graduation - Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the maximum number of years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled. **Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment.** Students

changing majors or programs must meet requirements as stated in the catalog that is current at the time they make such changes. The same holds true for students moving between schools and colleges. Students may at any time change from an earlier catalog to a subsequent current catalog but must meet all requirements for graduation of that catalog. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Core Requirements - The integrity of the IWU-National and Global programs requires that the core courses be met at Indiana Wesleyan University. Students are required to complete the first course (or the first block of courses) in the core program with a passing grade in order to maintain enrollment. In general, no waivers are allowed for courses taken at other colleges/universities.

Final class dates as established by the calendar will be the final date for completion of the core curriculum.

Admission Requirements

Requirements for admission to the MSW program are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to IWU.
- Two Letters of Recommendations are required for all applications. These should be completed by persons who have worked directly with you and can vouch for your work ethic, skills, competence, and character and/or by a university professor who can attest to your ability to perform basic social work skills and demonstrate professional identity as a social worker.
- Standard Track applicants must have a minimum grade point average (GPA) of 2.7 or higher from a baccalaureate degree granting institution at which at least a minimum of 30 hours was completed. Applicants who do not meet the minimum GPA requirement for the Standard Track may be accepted on a probationary basis.
- Advanced Standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by the Council on Social Work Education (CSWE), recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors. Regular admission requirements for Advanced Standing are:
 - Must have a minimum GPA of 2.7.
 - Degree must be conferred within the last seven years.
 - Complete a Personal Statement.
- Applicants who do not have a 2.7 GPA but otherwise meet admission requirements for Advanced Standing can be accepted as a probationary admission as long as their GPA is greater than 2.5. Applicants who do not meet the requirement for when their degree was conferred but meet all other requirements for Advanced Standing can be accepted as a probationary admission.
- In addition to the above, admissions decisions are based upon a review of the content of the applicant's personal statement regarding required areas of completion including alignment with the MSW program goals and mission, interest and fit for the social work profession, writing skills and interest in a program with a Christian worldview. Personal statements are evaluated for content in these areas resulting in a score of 1-20. Applicants who meet all other criteria and obtain a score 15 or above are admitted per the guidelines below. Applicants with scores of 10-14 are requested to provide additional information before making a final determination. If additional information is submitted that raises the score to 15 or above, applicants are admitted per the guidelines below. Applications with overall scores below 10, are not admitted.

All application decisions will be made by the MSW Admissions Committee. The student is then notified of one of the following responses by letter sent by the MSW Program Director:

- **Regular Admission** - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
- **Probationary Admission** – A student whose entering GPA falls below the minimum required by the MSW program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses with a satisfactory GPA of 3.0. In the case of extended probation, the number of courses to be completed to change status will be determined by the Dean of the School of Integrated Health. Any student failing to remove the probationary status will be academically suspended from the program.
- **Provisional Admission** – MSW applicants whose files are incomplete may be accepted provisionally at the discretion of the Vice President for Student Experience if it appears from the available documentation that eligibility for the program has

been met. The student must submit the required materials before the start of the first course. Failure to meet the required deadline will result in the student being dropped from the roster and not being allowed to continue.

- Denial of Admission – Students who do not meet criteria for admission to the program. Any baccalaureate graduate who applies to the IWU MSW Program, regardless of the degree, is not accepted to the MSW Program if their overall GPA is below 2.5. Candidates whose GPA is below the 2.5 cutoff may submit requests for exception based on personal circumstances. The admissions review committee will review all exception requests and may request additional evidence or documents to make a final determination regarding admission. Any student granted an exception for admission will be placed on probationary status.

Field Practicum

Field education is an educationally directed and supervised planned learning experience which gives the student the opportunity to apply and refine knowledge, values, and skills learned in Human Behavior and the Social Environment, Social Welfare Policy and Services, Social Research, and Social Work Practice courses. Field is the key integrative component towards which all other sequenced learning is directed and from which classroom learning is assessed and refined. Through field experience, students will have the following opportunities:

- To learn by “doing”. To assume professional social work practice roles in the provision of direct and indirect services to a variety of client systems.
- To correlate and integrate classroom learning with actual practice.
- To test out, apply, and refine concepts, principles, theories, and values taught in the classroom.
- To learn additional or specialized knowledge, skills, insights, and role modeling. Experience will be sought and student growth will also be evaluated in field practicums in the following areas, as they apply to systems of all sizes.
- Knowledge and Understanding of Placement Agency
- Social Work Values and Ethics
- Professional Learning and Development
 - Work Performance
 - Professional Growth
 - Supervision
- Social Work Skills and Process
 - Communication
 - Assessment
 - Selection of Intervention Plan
 - Implementation of Intervention Plan
 - Termination and Evaluation

Field Practicum at Indiana Wesleyan University is a vital component of the student’s MSW program. According to the CSWE Educational Policy 3.3, field education is the signature pedagogy of Social Work professional program development. “Field education is designed to integrate the theoretical and conceptual contributions of the explicit curriculum in the field setting” (p. 20) (CSWE, 2022 Educational Policy and Accreditation Standards). Students under appropriate supervision and consultation can apply the skills, knowledge, and values of the profession to real life situations in social service agencies working with individuals, families, groups, organizations, and communities in their local community. Students have the opportunity to apply the generalist model in the Generalist year (for standard track students) and advanced practice skills in the advanced generalist year in assessing, planning, contracting, implementing, evaluating, and terminating various client systems.

The IWU MSW program provides goal-directed education with specifically designed curriculum content and outcomes, to facilitate conceptualization and stimulation of the student’s cognitive processes. It is therefore a logical sequence for the field experience to come after significant coursework developing social work knowledge, skills, values, cognitive, and affective processes is completed. Placements assist students in experiencing a variety of delivery systems as well as models and methods for delivery. The student is given the opportunity to conceptualize the “whole” person-in-situation. The student will review and

experience agency policies, the larger social welfare system, and social work practice as a possible focus of change. The integration of the class and field experience, the signature pedagogy, provides the venue for students to begin the process of developing into social work practitioners who are capable of entry level and advanced clinical social work practice.

Due to the importance of assessing readiness for field practicum, students are required to complete the Social Work Field Education Application and be accepted for moving forward into the Field Experience component for both the- generalist and advanced generalist specialty practice years. Applications are due three months prior to the beginning of the first field seminar. The purpose of the Field Education Application is to identify practical information and set professional and academic goals. The MSW Director of Field Experiences will contact each student prior to the field placement to initiate the process of application and placement. Students will identify field placement options and a tentative plan will be created for Field Placement based on student interest and needs. While student desires are considered, the final approval of a placement is the responsibility of the Director of Field Experiences.

Students in their generalist year complete a minimum of 400 hours of field education (average of 12.5 hours per week) in a generalist social work practice setting. Field practicum hours are completed in conjunction with four seminar courses, each lasting eight weeks. Courses include SWK-560, SWK-561, SWK-562, and SWK-563. The placement is at one agency and is complete when 32 weeks and 400 hours are completed. Students must complete 100 hours during each eight-week field seminar to continue in their practicum.

Students in the advanced generalist practice specialization year complete a minimum of 500 hours of field education (average of 15.5 hours per week) in a social work practice setting. Field practicum hours are completed in conjunction with four advanced field placement and seminar courses, each lasting eight weeks. Courses include SWK-666, SWK-667, SWK-668, and SWK-669. The placement is in one agency and is complete when 32 weeks and 500 hours are completed. Students must complete 125 hours during each eight-week field seminar to continue in their practicum.

Each field seminar course in the Generalist and Advanced Generalist specialty practice year also contains a pass/fail component that the student must pass to continue in the program including evaluations of professional behavior and evaluations of competency at mid-point and end of field placement.

Students who drop out of or receive a grade of a "C- or below in a Field Seminar may retake the field course only upon approval of the Director of Field Experiences after review of satisfactory professional performance of the student in the field placement. Students repeating a field seminar course are also require start over in completing the required hours and assignments for the seminar. The process of approval to return to field may also include additional review of completed seminar assignments, progress on learning contract activities, and feedback from the Faculty Liaison and Field Instructor.

Graduation Requirements

To graduate with the MSW from IWU, the following requirements must be met:

- Successful completion of the MSW curriculum.
- Successful completion of 500 Field Practicum hours for Advanced Standing Track and 900 Field Practicum hours for Standard Track.
- Successful completion of all credits required in the core curriculum sequence with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated in order to continue in the MSW program.
- Cumulative GPA of 3.0 in all IWU graduate work.
- Payment of all tuition and fees is required to receive a diploma.

Program Requirements

Academic Standing

Students whose GPA falls below 3.0 will be placed on academic probation and are given two consecutive courses to satisfactorily raise their GPA. The GPA is reviewed after the second course, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic suspension will result if a student fails to clear the academic probationary status within the probationary period of two consecutive courses. The suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the MSW Program Director.

Upon a second academic suspension in the MSW program, a student is dismissed from the university, and no longer eligible to earn the MSW degree.

Incomplete Grades

Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. In these rare situations, a grade of "I" (incomplete) may be issued but only after completing the following process:

- The student must request an "I" from the instructor.
- The instructor must obtain approval from the appropriate Program Director/Program Chair/Division Chair.

However, the issuance of an incomplete cannot be given if the student fails to meet the engagement policy. Because "incompletes" are granted only for extenuating circumstances, the student's grade will not be penalized.

Extenuating Circumstances for Incomplete Grade Request

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks
- A death in the immediate family
- Judicial obligations
- Other circumstances deemed emergencies by the instructor and approved by Program Director.

Procedure

- The request for a grade of incomplete must be initiated by the student (see MSW Program Request for Incomplete Grade form).
- The faculty member retains the right to make the final decision on accepting a student's request for an incomplete grade even though the student may meet eligibility requirements for an incomplete.
- Valid reasons for not completing the work within a course must be presented in writing to the professor before the last day of that course. (See MSW Program Request for Incomplete Form).
- Request for Incomplete Form will be submitted to the MSW Program Director for approval.
- If approved, written arrangements for completion of course work must be provided by the granting faculty member to the student along with this policy document at the time the incomplete grade is submitted (see Plan for Completion of Course Work).
- The student must have the ability to pass the class at the time of the request.
- No more than 1/3 of the work for the course may be left to be completed.
- Grades of "I" may only be awarded at the end of a course.
- Incomplete grades will not be computed into GPA.
- Incomplete grades may have an impact on Financial Aid.
- It is the responsibility of the student to complete and submit the remaining course work before the assigned deadline.
- Coursework must be completed and a grade submitted no later than 8 weeks from end of course.
- Any student not fulfilling the contract obligations of the Incomplete, the grade will default to the grade earned in the course if the remaining work is graded as a zero.
- Students who receive a converted grade that is unsatisfactory, may appeal disputed grades as outlined in the university catalog.
- Students who receive a converted grade that is unsatisfactory, will not be able to continue in their existing schedule or register for new courses until that course is repeated according to MSW Policy.

Exception

- A student with more than one incomplete on record is subject to academic suspension.

Gatekeeping and Performance Review

Gatekeeping and professional performance review of students in the MSW program occurs throughout the program. While each part of the curriculum is designed to evaluate knowledge, skills, values and behaviors there are several points at which particular focused evaluation occurs.

Review Points:

- Application to the Social Work program.
- Social Work Field Education Application for each practicum year (Generalist year and Advanced year) is initiated by the Director of Field Experiences approximately three months prior to each field experience. Successful completion of this application process gives the student permission to continue into that field placement.
- The student must demonstrate competency in their field experience in all field courses in order to graduate with the MSW degree. Competency is measured by the Agency Field Instructor Evaluation and the projects completed as part of the Field Education Seminars. The student must pass their Field Evaluation to pass Seminar.
- Evaluators will identify strengths, evolving interests, issues, areas of improvement, or recommend resources at each gatekeeping point. Students are responsible for demonstrating follow-through at the subsequent application/interview/presentation points.

Student Performance Improvement Policy

Formal evaluation of professional performance occurs when a professional performance issue has been identified and brought to the MSW program faculty. The faculty use a Rubric for Assessing Professional Behavior that operationalizes the following twelve professional performance behaviors: attendance; punctuality; respect; self-awareness; diversity awareness; collegiality; oral communication; written communication; initiative; reliability; responsiveness to feedback; compliance with professional requirements of the program, and compliance with NASW Code of Ethics.

The following Student Professional Performance Policy and Procedures has been included in the MSW Student Handbook to inform students of the criteria for evaluating their professional performance.

Student Professional Performance Policy

Students who violate ethical standards of practice established by NASW in the Code of Ethics, whose professional performance affects their ability to be licensed as a social worker, and/or who do not meet the practice behaviors established by CSWE, may be recommended for a Performance Improvement Plan (PIP) to offer the opportunity to correct the identified behaviors. Students who do not meet goals as detailed in a Performance Improvement Plan will be terminated from the Social Work Program.

Performance concerns may include, but are not limited to the following:

- Fails to meet generally accepted standards of professional conduct, personal integrity or emotional stability required for professional practice.
- Fails to demonstrate the effective interpersonal skills necessary to perform professional helping relationships.
- Fails to adhere to the NASW Code of Ethics.
- Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a social worker; or
- Displays inappropriate or disruptive behavior toward clients, other students, faculty, or staff which interferes with professional judgment or jeopardizes the best interest of those to whom the Social Work student has a professional responsibility.

Procedures for Student Performance Improvement

- Faculty should submit a written report that delineates the reasons (evidence) based on one or more academic and/or nonacademic violation(s) to the Performance Review Committee (PRC). The Performance Evaluation Tool should accompany the report.
- The Performance Review Committee will include the social work faculty member bringing forth the evidence, the Program Director (or surrogate), the Field Director, academic advising, and full-time social work faculty. Other committee members may include representation from the registrar, disability services, financial aid, and program administrators (i.e. Chair and Dean).

- The Committee will review the evidence and discuss recommendations, including any performance outcomes deemed necessary to correct the behavior(s) and continue in the program. Once the discussion is concluded, the Director will call for a decision vote.
- The Program Director will contact the student to invite a meeting to discuss the evidence and decision of the PRC. During this meeting, the student will have an opportunity to present any additional information relevant to the performance concerns.
 - If a Performance Improvement Plan was recommended by the PRC, this will be presented and discussed with the student.
 - If the PRC decision is suspension from the Program, the Academic Advisor will explore and facilitate alternative schedules with the student.
- The Program Director will notify the student in writing a summary of the meeting with the student. This letter will include the following: the performance concern(s); the PRC decision; a date for the PIP Review (if applicable); the re-entry plan for a student being suspended; and the date of exit from the program for a student terminated from the MSW program. Students will also be provided the information for filing a grievance should they contest the PRC decision, including the link to the Grievance Policy.

Continuation in and Policy for Termination from the Social Work Program

To remain in the MSW program, students must maintain a 3.0 GPA, must pass all courses with a minimum of a "C," successfully pass all the seminar courses, complete required field hours and pass the field performance evaluation based on required established scores indicated in the manual for field education. If a student receives below a "C" in a course he or she may re-take the course but may not move on in the program until successfully passing the course.

It is the desire of the MSW faculty that students admitted to the program will continue in the program and graduate. However, there are circumstances that could lead to dismissal from the MSW program. Some violations may include but are not limited to:

- Failure to meet or maintain academic grade point requirement as established by the University (3.0 overall) and a minimum of a "C" in all courses.
- Failure to pass any of the gatekeeping and performance review points.
- Behavior judged to be in violation of the National Association of Social Workers (NASW) Code of Ethics.
- Behavior judged to be in violation of University Expectations of Professional Conduct (p. 327).
- Academic cheating, lying or plagiarism (see Honesty, Cheating, Plagiarism, and Forgery (p. 341)).
- Unresolved personal issues that, in the professional judgment of the social work faculty, could impair the effective quality provision of services to future clients.
- Evidence of chemical dependency documented as occurring during the course of study.
- Recurring or habitual absenteeism.
- Inappropriate behavior and/or an inability to develop the appropriate interpersonal skills necessary for effective social work practice.
- Repeated failure to demonstrate professional work habits and professional behavior.

In the event of any of the above violations, the MSW Program Director in consultation with Social Work faculty may require outside evaluations and/or opinions of professionals as is deemed necessary to determine the most appropriate course of actions. Each situation is treated individually, and the student may appeal any decision that is made.

As a result of violations of program policy such as those identified above, the MSW Faculty Committee may recommend to the Dean that the student be dismissed from the program. Students may appeal the decision and may be given the opportunity to complete an improvement plan or other means of remediation. However, failure to follow through with the intervention/remediation plan will result in a denial of the appeal and dismissal. Significant violations of MSW program policy or the Code of Ethics can result in immediate administrative withdrawal from courses and recommendation for dismissal to the Dean with no remediation/improvement plan.

Academic Grievance Procedures

Students may contest academic and professional review decisions through the grievance process. The purpose of the grievance procedure is to ensure that students are being treated fairly and that their rights have not been violated. In accordance with the academic grievance policies outlined in the University Catalog and established by the University and College of Adult and Professional Studies (CAPS), within which the MSW program is housed, students may use the following appeal and grievance procedures if they feel their rights have been violated: Grade Appeal and Academic Policy Grievance (p. 338).

MSW Program Grievance Policy Internal Grievance Steps

Within the MSW program, students may also report a grievance of any kind according to the following process.

- When appropriate, and or possible, the student shall attempt a satisfactory reconciliation directly with the MSW faculty member involved.
- In situations of unsatisfactory resolution or incidences not directly involving a faculty member, the student may petition the IWU MSW Program Director in writing. The Director will then hold a conference with the student within ten working days of the request.
- If a student is not satisfied with the outcome of the above meeting, he or she may submit a written request for a hearing with the Chair of the Behavioral & Health Sciences Division. The hearing shall be held no later than ten days after the student's written request for a hearing in keeping with the University grievance process as stated in the Catalog.
- Direct request for further hearing or petition may be made to the Academic Dean per University Academic Grievance policy described above.

Readmission

Policy

The MSW Faculty are responsible to approve or deny a student's application to re-enter the MSW Program. This entails the student writing a petition letter addressing what would be done differently to ensure success (see Petition Form below). Upon receipt, the MSW Team reviews the completed student petition and discusses the student's academic history and previous challenges in prior courses as part of the decision-making process. The decision to *approve* is accompanied by a Performance Improvement Plan that includes the plan for change outlined in the student's petition letter response. A *denial* will be based on multiple variables including the student's history of withdrawals to avoid failing grades, the student's inability to produce a sufficient plan of change that supports elements of success, and/or a student violation of the NASW Code of Ethics that could prevent the student from receiving a license to practice.

Procedure

Students applying to re-enter the MSW Program will request an appeal form from Adult Enrollment Services (AES) – Re-Entry at AES_ReEntry@indwes.edu. AES Re-Entry will provide the student with the *MSW Program Re-Entry Petition Guidelines*. Once the student completes the written petition following the guidelines, the student will submit the document to the MSW Program Director through the provided email link at MSW-Online@indwes.edu.

The petition will be reviewed by the MSW Team for discussion and vote. The student will be notified in writing of the re-admission decision by the MSW Program Director. The notification will be copied to Academic Advising at GraduateAdvising@indwes.edu and Re-Entry at AES_ReEntry@indwes.edu for processing.

Academic Advising may work with the student on a success plan as required. The decision to *approve* may also be accompanied by a Performance Improvement Plan that includes the plan for change outlined in the student's petition letter response.

Student with Special Needs

IWU recognizes and fulfills its obligations under the Americans with Disabilities Act of 1990 (ADA), the Rehabilitation Act of 1973, and similar state laws. IWU is committed to providing reasonable accommodations to qualified disabled learners in university programs and activities as are required by applicable law. See (p. 717) Services for Disabled Students (p. 362). (p. 717)

Transfer Policy

The IWU MSW program policy regarding transfer of credits allows students previously enrolled in a CSWE accredited Master of Social Work program to transfer up to 12 hours of degree credit into the IWU MSW Program for the Standard Track and 6 hours of degree credit into the Advanced Track. However, no credit is given for prior field experience. Hours of credit may be transferred, but grades earned in courses taken at another institution do not transfer and are not used in computing the student's graduate GPA at IWU. To submit courses for transfer, students must submit a list of the courses they would like to transfer,

along with the course descriptions and syllabi to the MSW Program Director. The MSW Program Director evaluates the courses for *equivalency* with the course content and learning outcomes of the IWU MSW program.

To transfer a course, students must have;

- earned a minimum of a "B" in the course
- taken the course at a regionally accredited university
- taken the course within the last seven years
- the course must have been completed in a Social Work program accredited by the Council on Social Work Education (CSWE), recognized through its International Social Work Degree Recognition and Evaluation Services, or covered under a memorandum of understanding with international social work accreditors.

Credit for Life Experience

In accordance with CSWE standards, it is the policy of the IWU MSW program that students are not given credit for life experience or previous work experience.

MSW - Social Work

Social Work - Program of Study

Advanced Standing Track Courses

All courses must be completed with a grade of "C" or higher.

SWK-650	Mental Health and Psychopathology	3
SWK-655	Advanced Interpersonal Practice	3
SWK-661	Research Proposal I: Problem Formation Process	3
SWK-656	Advanced Practice With Families and Groups	3
SWK-662	Research Proposal II: Research Methods and Write-up	3
SWK-665	Leadership, Administration and Supervision	3
SWK-666	Advanced Field Placement and Seminar I	3
SWK-667	Advanced Field Placement and Seminar II	3
SWK-668	Advanced Field Placement and Seminar III	3
SWK-669	Advanced Field Placement and Seminar IV	3

Standard Track Courses

All courses must be completed with a grade of "C" or higher.

SWK-542	Human Behavior and Social Environment	3
SWK-555	Social Work Practice I	3
SWK-543	Social Welfare and Policy	3
SWK-556	Social Work Practice II	3
SWK-550	Introduction to Social Work Research Methods	3
SWK-557	Generalist Practice With Communities and Organizations	3
SWK-560	Social Work Field Placement and Seminar I	3
SWK-561	Social Work Field Placement and	3

	Seminar II	
SWK-562	Social Work Field Placement and Seminar III	3
SWK-563	Social Work Field Placement and Seminar IV	3
SWK-650	Mental Health and Psychopathology	3
SWK-655	Advanced Interpersonal Practice	3
SWK-661	Research Proposal I: Problem Formation Process	3
SWK-656	Advanced Practice With Families and Groups	3
SWK-662	Research Proposal II: Research Methods and Write-up	3
SWK-665	Leadership, Administration and Supervision	3
SWK-666	Advanced Field Placement and Seminar I	3
SWK-667	Advanced Field Placement and Seminar II	3
SWK-668	Advanced Field Placement and Seminar III	3
SWK-669	Advanced Field Placement and Seminar IV	3

Division of Counseling

Programs offered are:

Graduate Certificates in:

- Addictions Counseling (p. 519)
- Post Master's (p. 520)

Master of Arts degree with majors in:

- Clinical Addictions Counseling (p. 521)
- Community Care (p. 522)
- Clinical Mental Health Counseling (p. 522)
- Marriage and Family Counseling/Therapy (p. 523)
- School Counseling (p. 525)

Mission Statement

The Division of Counseling is dedicated to training high-quality professionals who are competent to work with diverse populations within their area of specialization. The faculty is dedicated to training and mentoring students within an integrated understanding of Christian faith and professional practice with emphasis on student academic, professional and cultural competence.

Program Descriptions

The Clinical Mental Health and School Counseling programs at Indiana Wesleyan University are accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (1001 N. Fairfax St., Suite 510, Alexandria, VA 22314, 703-535-5990. CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit Master's and doctoral degree programs in the counseling-related professions. The accreditation runs through October 31, 2024 and our renewal is currently being processed for reaccreditation by the CACREP Board for renewal in 2028 . The

Marriage and Family Counseling/Therapy program is accredited through the Commission on Accreditation for Marriage and Family Therapy Education (COAMFTE).

The Clinical Mental Health Counseling program requires 60 semester hours, the Marriage and Family Counseling/Therapy program requires 60 semester hours, and the School Counseling program requires 48 semester hours. Each of these majors require a supervised practicum and internships. These programs are designed to fulfill the academic requirements for licensure in all 50 states. Students are responsible to insure that their specific program of study meets the requirements for the specific state for which they plan to seek licensure.

The Division of Counseling also offers majors in Community Care, Clinical Addictions Counseling and Student Development Administration. The Master of Arts with a major in Community Care is a 36-hour, non-licensure track counseling-related degree that prepares nonprofessional people helpers to work with persons seeking assistance non-clinical life circumstance concerns, holistic wellness, and prevention within communities. The purpose and goal of the Clinical Addictions Counseling major is to educate students and returning professionals in the competency and practice of addictions sciences. This 48-hour major seeks to be a world-class program of "science to service" with a relevant Christian perspective of hope and healing. The program is accredited by the National Addiction Studies Accreditation Commission (NASAC). Upon completion of the degree, students will be eligible to take the NAADAC/IAAP exam for the national Master Addiction Counselor (MAC).

The M.A. in Student Development Administration prepares students for careers in the student development professions in the settings of higher education. This 36-hour program uses a student-focused approach by applying skills and techniques in order to build and maintain life-impacting relationships with college students. The program follows the Professional Competency Areas for Student Affairs Practitioners established by the ACPA (College Student Educators International) and NASPA (Student Affairs Administrators in Higher Education) associations.

Students with a master's degree with a major in counseling who do not meet the requirements for Indiana state licensure may complete the academic requirements through Indiana Wesleyan University's Division of Counseling through Certificate programs or, in some cases, admission as an Unclassified student. See Graduate Certificate Programs. Those interested in this option should call 765-677-8985 or 866-498-4968 or email IWUenroll@indwes.edu for more information.

Academic Information

Academic Advising

Every student is personally responsible to meet all requirements, including but not limited to stated competencies, grade-point indexes, specified courses, total numbers of credits in each stated area of study, and total number of credits for the degree program identified in the catalog at the time of enrollment.

A faculty advisor is assigned to each student, is available at registration periods for advisement on program requirements, and is required to approve the student's registration. Each student has access to their academic record and degree/major requirements via the Internet and portal.

Admission to Graduate Studies in Counseling

The admission requirements are:

- A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
- An undergraduate grade point average of at least 3.0 on a 4.0 scale from the baccalaureate degree-granting institution at which at least 30 hours was completed.
- Six semester hours in undergraduate psychology of which three semester hours must be in Abnormal Psychology.
- Six semester hours in Bible (Old and New Testament) or passage of the Bible exam administered by the Division of Counseling. Students who lack prerequisite undergraduate coursework may be admitted on a conditional basis. All prerequisites must be completed within the first twelve hours of coursework.

- The Graduate Record Exam (GRE) is required for those applicants with undergraduate cumulative GPAs of less than 3.25. The test must have been taken within five years of application to the program. A typewritten autobiography, philosophy of counseling, and supplemental application. Verbal (V) score of at least 146/400 (new/old scoring) is required. Successful graduate coursework may be substituted for the GRE.
- An official transcript from each undergraduate and graduate institution attended.
- A criminal background check.
- Three recommendations – at least one from a professor and one from a supervisor/professional.
- Applicants whose application documents demonstrate potential for success in the Graduate Program in Counseling will be invited to participate in a personal interview. All students are required to complete the CNS 500 New Student Orientation course online when they are admitted into the program.

*The graduate admissions committee retains the right to waive an admission requirement for special circumstances.

Admission to Student Development Administration

The admission requirements are:*

- A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
- An undergraduate grade point average of at least 3.0 on a 4.0 scale from the baccalaureate degree-granting institution at which at least 30 hours was completed.
- Six semester hours in psychology of which three semester hours must be in Life Span Development or Developmental Psychology (preferred) or Abnormal Psychology.
- Six semester hours in Bible (Old and New Testament). Students may take any of the undergraduate courses at Indiana Wesleyan University and be admitted on a conditional basis until all prerequisites are satisfactorily completed.
- A completed application form for admission to the IWU Student Development Administration program.
- An official transcript from each undergraduate and graduate institution attended.
- Three recommendations – at least one from a professor and one from a supervisor/professional.
- Applicants whose application documents demonstrate potential for success in Student Development Administration will be invited to participate in a personal interview.

*The graduate admissions committee retains the right to waive an admission requirement for special circumstances.

Criminal Background Policy

Occasions may arise when applicants to the Indiana Wesleyan University Graduate Counseling program may have a criminal record. If that is the case, then the applicant is highly encouraged to seek out the Professional Licensing Agency in the state in which they reside, or expect to practice counseling upon graduation, and ask if the board can speak to the applicant's ability to become licensed with the criminal background in question. By taking this step the applicant is not assured of knowing their ability to be licensed, but will be more informed before starting a degree program. The Indiana Wesleyan University Graduate Counseling program cannot be held liable if the applicant completes the program and then finds out they are not able to become licensed. If the applicant gets documentation about license eligibility prior to admittance to the program, then the applicant should submit documentation of the board's response. Also, a favorable response from a state board does not equate to admittance to the Indiana Wesleyan University Graduate Counseling program. The applicant is encouraged to be candid about their criminal background in the admission application and interview so that the program can make the most informed decision about admittance to the program.

Graduate Counseling Re-Admission Process

- If the student has been away for up to two (2) semesters after last completed course, they must:
 - Complete a readmit form
- If the student has been away longer than two (2) semesters and up to five (5) years (15 semesters), they must:
 - Complete the online application indicating they are seeking re-admission
 - Submit a letter identifying what has changed that will allow them to be successful if readmitted to the program

- Complete an interview with faculty from the identified program
- If a student has been away longer than five (5) years (16+ semesters) after last complete course, they must:
 - Complete the full application process
- Any student seeking re-admission will be required to retake the CNS 500 New Student Orientation course.

*Any student reapplying to the program is not assured of being moved to the top of any waiting list for their chosen specialization.

If student had been suspended or dismissed

Students who have been suspended may reapply after one semester away from IWU. Students who have been dismissed may reapply after two semesters away.

Students who have been academically suspended or dismissed must meet the following requirements before being considered for re-admission to the university.

- Readmit Form
- Transfer Information Form (if applicable) College transcript(s) (If applicable)
- The student will need to complete a letter of appeal to be reviewed by a graduate-faculty subcommittee comprised of core faculty in the corresponding graduate program. The letter should outline:
 - The pertinent factors leading to the suspension/dismissal
 - What have you learned about yourself and/or the situation that will prevent academic probation from re-occurring
 - Why the outcomes will be improved if you are permitted to return, and
 - How you plan to make your next college experience successful

An appeal does not guarantee that a student will be granted re-admission.

Graduate Credit Transfer Policy

Transfer of credit will be considered for graduate work taken only at regionally accredited institutions provided the courses meet institutional requirements and are appropriate for the student's planned and approved program. Any culminating project (e.g., capstone, research, thesis, etc.), clinical, or practicum requirement associated with a graduate program must be taken at Indiana Wesleyan University.

Individual academic units may establish higher standards/conditions as is appropriate for their respective disciplines or accrediting bodies. A minimum grade of "C" may be considered for transfer. No more than 30% of the graduate degree may be transferred in from another institution. The learning outcomes must align and have been completed within the past seven years.

Minimal conditions governing the transfer of earned graduate credits to other course work include:

- Each PAU shall determine the amount of time acceptable of completed work that is eligible for credit transfer
- Only graduate courses in which a student has earned a grade of "C" or better may be considered for transfer credit.
- Hours of credit may be transferred, but grades earned in courses taken at another institution do not transfer and are not used in computing the student's graduate GPA at Indiana Wesleyan University.
- When a graduate course is taken at another university on a credit/no credit or pass/fail option, hours of "credit" or "pass" are not accepted as transferable unless approved by the appropriate academic unit.
- For graduate certificate programs no more than 30% can be transferred into the certificate program.

If it is an Ethics or Psychopathology course it must have been taken within the last five years (unless there has been a change in the DSM).

Incomplete Courses

All course work is expected to be completed by the end of the semester in which the course is attempted. If medical or other extenuating circumstances arise that prevent a student from completing all course work in that semester, a professor may, at his or her discretion, award a grade of "I" (incomplete).

Criteria for awarding an incomplete grade:

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks
- A death in the immediate family
- Change in work schedule as required by employer
- Judicial obligations
- Other emergencies deemed appropriate by the instructor

Students may be asked to supply documentation of the problem.

No more than 1/3 of the course work may be left to complete and the student must be passing the class at the time the incomplete grade is awarded. Any incomplete extended beyond the end of the next term must be approved by the Dean of the governing school. Once an incomplete grade has been awarded, the student cannot withdraw from the class. Students may not register for new courses for subsequent semesters if more than 12 hours of undergraduate or 6 hours of graduate incompletes remain on a transcript. Students who have an incomplete on file are not eligible to participate in graduation ceremonies. The entire incomplete policy is available at <https://myiwu.indwes.edu/RAS/Forms>.

Policy for Student Program/Major Changes

Students who desire to switch graduate counseling programs in the initial admissions process or while taking courses towards another graduate counseling program must complete each of the following steps. Delays may occur in the student's program of study and degree progress.

- Application officially switched with new criminal background check
- Review of IWU transcripts for CACREP-tracked courses by Registrar or Program Coordinator with approval needed to move forward
 - Example: Student in Community Care courses that are named non-CACREP may not be able to count those non-CACREP courses towards their proposed CACREP program resulting in repeated courses, costs, and time.
- New Writing Sample geared towards the proposed program
- Interview with the proposed program
- Final Approval from Division Chair
 - Rationale: Division Chair has knowledge of individual program ratios and faculty advising loads.

Prerequisites for Student Development Administration

The following prerequisites must be completed before completing 12 semester hours of student development courses:

- Six semester hours in Psychology, which must include three hours of Developmental Psychology (preferred) or Abnormal Psychology.
- Six semester hours in Bible (Old and New Testament), or passage of the Departmental Bible exam.

Student Progression Policy for the Division of Counseling

Students are evaluated by faculty upon completion of their initial nine hours of graduate study. This evaluation includes: current GPA, performance on specific courses and assignments in relation to stated student learning outcomes, written and communication skills, and overall style of interactions with faculty, staff, and peers within the program. In addition, students are evaluated by a core faculty member prior to the beginning of the practicum class. This evaluation includes: ability to perform a basic listening skills sequence and establishment of therapeutic relationships, appropriate responses to supervision, and basic conceptualization of clients in their caseloads. Students are evaluated again during their final internship. This

evaluation includes: evaluation of the student's counseling skills including assessment, diagnosis, and treatment of clients, record keeping, information and referral, and familiarity with professional activities and resources. These evaluations are used to identify specific strengths and weaknesses and readiness to enter the counseling field. In addition, students must successfully complete comprehensive exams for the core curriculum, program, and multicultural proficiency.

To remain in good standing within the program, students are expected to maintain specific academic and professional standards. Students must maintain a cumulative GPA of at least 3.0. Furthermore, all course grades must be "C" or above. Students whose cumulative GPA falls below 3.0 will be placed on academic probation. Furthermore, students may be suspended from the program if their cumulative GPA is not 3.0 or above upon completion of the following semester.

Students may choose to not register for one semester and remain in good standing. However, if a student does not register for two or more consecutive semesters, he or she will be considered inactive. In such cases, students must seek readmission in order to resume work in the program.

Coursework, practicum and internships provide both students and faculty opportunities to determine "professional goodness-of-fit." In addition to assessing academic performance, faculty utilize these times to evaluate students' suitability for the counseling profession. Students who do not possess characteristics deemed as essential for counselors will be asked to develop, in collaboration with faculty, remedial plans of correction. Such plans might include referrals for individual counseling to address specific identified issues. In cases where remedial plans are unsuccessful or inappropriate, the student will be asked to withdraw from the program. In such cases, career services will be made available to assist such persons in finding a more appropriate vocational direction.

Students admitted to the Graduate Studies in Counseling at Indiana Wesleyan University are expected to behave in a professional and ethical manner. Failure to conform to acceptable standards of behavior in classes, practicum or internships is considered cause for disciplinary action, which may include educative advisory or warning, development and implementation of a remedial plan, or dismissal from the program. Once admitted to the program, non-academic cause for disciplinary action includes, but is not limited to:

- Behavior that is prohibited under the ethical standards and practices of the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), NAADAC/IAAP, American Association of Marriage and Family Therapy (AAMFT), American School Counselors Association (ASCA) National Association of Student Personnel Association (NASPA), Association of College Personnel Administrators (ACPA) and/or the Counselor Licensure laws in the state of Indiana.
- Indecent or malicious behavior and disrespect directed toward instructors, supervisors, administrators or fellow students; use of profanity or verbal/physical intimidation toward others; failure to follow reasonable instructions; or any form of sexual harassment.
- Use of deceit or fraud, academic or otherwise, to gain admission to or in any activity within the program.
- Conviction of a felony (eg. offenses involving possession, sale or consumption of a controlled substance, sexual transgression).
- Conviction for a misdemeanor offense committed during or related to the practice of any counseling procedure or activity.

Graduate Certificate Programs

The Graduate Studies in Counseling programs offer certificates to persons seeking specialized academic preparation in Addictions Counseling, Student Development Administration, and Professional Coaching, but who do not desire or require degree completion at Indiana Wesleyan University.

Objectives of Certificate Programs:

- Students will demonstrate proficiency in their selected area of specialization (e.g., School Counseling, Clinical Mental Health Counseling, Addictions Counseling, Marriage and Family Counseling/Therapy).
- Student meets learning objectives specified in his/her plan of study.

Graduate Certificate - Addictions Counseling

An Addictions Counseling Certificate is available for students presently enrolled in non-IWU graduate counseling programs and whose program does not offer sufficient coursework in addictions counseling. Such students can enroll in the Addictions Certificate Program and obtain specialized training in addictions counseling to enhance their academic training to better meet their professional goals.

Admission Requirements for Addictions Counseling Certificate include:

- A baccalaureate degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
- An undergraduate GPA of at least 3.0 on a 4.0 scale from the baccalaureate degree-granting institution at which at least 30 semester hours was completed.
- A completed application form for admission to the IWU Graduate Studies in Counseling Certificate Program.
- If graduate work has been attempted, all transcripts must be submitted, and a minimum GPA of 3.0 earned.
- A letter clearly stating reason(s) for seeking admission into the certificate program.
- In those cases where the applicant is seeking to fulfill requirements for any licensure/certification, identification of a specific plan of study for any license/certification process is the responsibility of the applicant.

Exit Requirements include:

- Successful completion of all coursework identified on certificate plan of study.
- All course grades at or above level of "C."
- Overall cumulative GPA of 3.0.

Requirements

Addictions Counseling Certificate – Required Courses:

CNS-501	Human Growth and Development	3
CNS-511	Issues in Addiction Recovery	3
CNS-512	Psychopharmacology	3
CNS-533	Psychopathology	3
CNS-535	Theories and Treatment of Addiction	3
CNS-545	Counseling Addicted Families	3

Post Master's Certificate

This certificate is for persons who have already attained a Master of Arts degree in a counseling-related program, but whose degree program and/or post-graduate clinical experiences do not meet specific state licensure or national certification requirements. In such cases, program faculty collaborate with the student to develop a specific program of study that seeks to fulfill the identified academic requirements. It is the responsibility of the student to provide evidence identifying the specific academic content or coursework required by the particular credentialing entity. This evidence is typically discovered through the student's consultation with the particular licensure/certification board.

Admission Requirements include:

- A master's degree from an accredited college or university, or an institution accredited by the Association for Biblical Higher Education.
- A graduate GPA of at least 3.0 on a 4.0 scale from the graduate degree-granting institution from which at least 30 semester hours were completed.
- A completed application form and all required documents for admission to the IWU Graduate Studies in Counseling Certificate Program.
- A letter of intent clearly stating reason(s) for seeking admission into the certificate program.
- The minimum number of classes that can be taken to earn a post-master's certificate is 12 credit hours or 4 courses.
- The maximum number of classes that can be taken to earn a post-master's certificate is 18 credit hours or 6 courses.

- There can be no transfer of courses from another University for a post-master's certificate.
- The post-master's certificate is aid eligible.
- In those cases where the applicant is seeking to fulfill requirements for any licensure/certification, identification of a specific plan of study (typically 15-18 credit hours) for any license/certification process is the responsibility of the applicant.
- Students seeking licensure for Clinical Mental Health Counseling, Marriage & Family Therapy/Counseling, and Addictions Counseling, need to submit an application for licensure to the Professional Licensing Agency or respective state licensing board, and provide the letter received from the board specifying content area deficiencies.
- If clinical hours (practicum and/or internship) are needed, the student must demonstrate evidence of entry-level proficiency in the delivery of counseling services. This is accomplished by presenting a recorded sample of the applicant's direct service to a client and a reference from a qualified supervisor. This tape and reference will be reviewed by the Graduate Counseling Director of Clinical Training and be considered in the admission process.

Exit Requirements include:

- Successful completion of all coursework identified on certificate plan of study.
- All course grades at or above level of "C."
- Overall cumulative GPA of 3.0.

Graduate Degree Programs

MA - Clinical Addictions Counseling

Mission Statement

The Graduate Clinical Addictions Counseling program endeavors to train entry level practitioners in understanding and healing the destructive nature of various addictions. Through academic rigor, using related healing arts and sciences, with integrated Christian thought, is dedicated to bring forth addiction professionals with knowledge and application of healing skills to reclaim, redeem, restore, and repurpose healthy individuals and families in body, mind, and soul to one another and God.

Requirements (48 credits)

A student who has completed the Clinical Addictions Counseling program should, with graduate-level competency, be able to:

- Students will articulate a clear, accurate understanding of Addiction counselor professional identity.
- Students will demonstrate knowledge of the fundamental domains in addiction counseling (i.e., foundations; theories of counseling, prevention, and intervention, advocacy; assessment; research & evaluation; and diagnosis).
- Students will demonstrate skills and practices of addiction counseling in the delivery of behavioral health services (e.g., assessment, diagnosis, treatment, termination, documentation, & ethical practice).
- Students will deliver addiction counseling services with multicultural competence and sensitivity.
- Students will demonstrate ability to apply relevant research and evaluation models in practice of addiction counseling.
- Students will demonstrate ability to integrate faith with addiction counseling practice in clinically appropriate, sensitive, and ethical manner.

Core Courses

CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3

CNS-509	Integration of Christian Faith in Professional Counseling	3
CNS-511	Issues in Addiction Recovery	3
CNS-512	Psychopharmacology	3
CNS-533	Psychopathology	3
CNS-535	Theories and Treatment of Addiction	3
CNS-545	Counseling Addicted Families	3

Clinical Experiences

CNS-550D	Supervised Practicum - Addictions Counseling	3
CNS-551D	Supervised Internship - Addictions Counseling	3
	and	
CNS-552D	Supervised Internship - Addictions Counseling	3
	Elective	3

For fulfillment of the academic requirements for LMHC licensure in the state of Indiana, the following additional courses must be successfully completed: CNS-501, CNS-505, CNS-522, CNS-523, and CNS-524.

MA - Community Care

Mission Statement

The mission of the M.A. in Community Care program is to provide a Christ-centered, academic community that enhances the services provided by students in diverse vocational contexts.

Requirements (36 credits)

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-509	Integration of Christian Faith in Professional Counseling	3
CNS-511	Issues in Addiction Recovery	3
CNS-524	Ecological Counseling and Prevention	3
CNS-541	Foundations of Marriage and Family Therapy	3
	Electives	6

MA - Clinical Mental Health Counseling

Mission Statement

It is the mission of the M.A. in Clinical Mental Health Counseling program to provide a Christ-centered academic community that facilitates the professional and personal development of students to become competent providers of exceptional clinical mental health services to individuals and their related systems within relevant ecological contexts.

Successful Program Learning Outcomes are as follows:

- Students will articulate a clear understanding of CMHC professional identity.
- Students will deliver mental health services with multicultural competence.
- Students will integrate understanding of developmental concepts and processes in case conceptualizations.
- Students will conceptualize the relationship that exists between/among work, personal and relational well-being, and other life roles.
- Students will demonstrate essential counseling skills with competence.
- Students will facilitate a group session with competency.
- Students will display counseling appraisal skills that demonstrate validity and reliability.
- Students will apply research findings from professional literature to inform development of treatment plans/intervention strategies.
- Students will integrate faith-based or spirituality-based principles/strategies in case conceptualizations or interventions.
- Demonstrate ability to diagnose mental disorders using accepted diagnostic systems (e.g. DSM, ICD).
- Apply CMHC paradigm in case conceptualizations (i.e., remediation of pathology and promotion of well-being in clients and their related ecological contexts).
- Students will function in professional roles and relationships in ways that reflect adherence to ethical and legal standards.

Requirements (60 credits)

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of Christian Faith in Professional Counseling	3

Clinical Experiences

CNS-550A	Supervised Practicum - Clinical Mental Health Counseling	3
CNS-551A	Supervised Internship - Clinical Counseling	3
CNS-552A	Supervised Internship - Clinical Counseling	3

CNS-554A is no longer required by CACREP or the Indiana CMHC Licensure Board. Students are permitted to select a course from a list of suggested course alternatives as a substitute. The program advisor will assist students in identifying a suitable alternative course.

Major Courses

CNS-511	Issues in Addiction Recovery	3
CNS-522	Foundations in Clinical Mental Health Counseling	3
CNS-523	Assessment and Intervention in Clinical Mental Health	3
CNS-524	Ecological Counseling and Prevention	3

CNS-533	Psychopathology	3
	Electives	9

MA - Marriage and Family Counseling/Therapy

Mission Statement

The MFC/T Program is committed to training entry level professionals whose clinical skills are informed by diverse theoretical traditions, ethical integrity, and sensitivity to diverse populations of individuals, couples, and families.

Requirements (60 credits)

Master of Arts with a major in Marriage and Family Counseling/Therapy students at Indiana Wesleyan University must complete a minimum of 300 direct clinical hours total. One hundred of these hours must be relational (e.g., couples, family) under the supervision of AAMFT approved supervisors, supervisor candidates, or supervisor equivalent. A minimum of 100 supervision hours is required. The program curriculum is designed to meet the academic requirements for licensure as a marriage and family therapist in the state of Indiana. Individuals seeking licensure outside of the state of Indiana are encouraged to speak directly with a Marriage and Family Counseling/Therapy faculty who can help them navigate the process. Students from states requiring more than 300 direct clinical contact hours are encouraged to apply.

A student who has completed the MFC/T program should, with graduate-level competency, be able to:

- Students will demonstrate knowledge of theories and treatment of individuals, couples, and families from a systemic perspective.
- Students will demonstrate skills and practices of individual, couple, and family therapy.
- Students will demonstrate skills and practices of individual, couple, and family therapy through a multicultural lens.
- Students will demonstrate ability to integrate faith with individual, couple, and family therapy in a clinically appropriate manner.
- Students will demonstrate ability to apply relevant research and evaluation models in the practice of individual, couple, and family therapy.
- Students will practice individual, couple, and family therapy in an ethical manner with professional integrity.

Minimum length 2 1/2 years; Maximum length 6 years

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career Counseling	3
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of Christian Faith in Professional Counseling	3

Clinical Experiences

CNS-550	Supervised Practicum	3
CNS-551M	Supervised Internship - Marriage and Family Therapy	3
CNS-552M	Supervised Internship - Marriage and Family Therapy	3
CNS-554M	Advanced Supervised Internship	3

Marriage and Family Therapy

Major Courses

CNS-520	Sexuality, Intimacy and Gender	3
CNS-533	Psychopathology	3
CNS-541	Foundations of Marriage and Family Therapy	3
CNS-542	Major Models of MFT I: Theory Assessment, and Application	3
CNS-543	Major Models of MFT II: Theory, Assessment, and Application	3
CNS-546	Major Models of MFT III: Theory, Assessment, and Application	3
	Elective	3

MA - School Counseling

Mission Statement

Indiana Wesleyan University Graduate School Counseling Program prepares future professional school counselors in knowledge, skills, and best practices of school counseling, with Christ-like servant leadership to effectively work with culturally diverse students, faculty, and families.

Successful Program Learning Outcomes are as follows:

- Students will articulate a clear understanding of School Counseling professional identity.
- Students will deliver school counseling services with multicultural competence.
- Students will integrate an understanding of developmental concepts and processes in case conceptualizations.
- Students will conceptualize the relationship between and among work, personal well-being, and other life roles.
- Students will demonstrate essential counseling skills with competence and ethical proficiency.
- Students will facilitate a group session with competency.
- Students will display counseling appraisal skills that recognize validity and reliability.
- Students will apply research findings from professional literature to inform development of treatment plans and intervention strategies.
- Students will integrate faith or spirituality-based principles and strategies in case conceptualizations and/or interviews.
- Students will demonstrate knowledge of the foundations of school counseling.
- Students will evaluate comprehensive school counseling programs with the use of appropriate data.
- Students will demonstrate comprehensive school counseling by synthesizing professional skills and interactions.
- Students will integrate cultural competence and responsiveness, in the practice of school counseling, to promote education equity and social justice.
- Students will function in professional roles and relationships in ways that reflect adherence to ethical and legal standards.

Requirements (48 credits)

Core Courses

CNS-501	Human Growth and Development	3
CNS-502	Multicultural Counseling	3
CNS-503	Theory and Techniques in the Helping Relationship	3
CNS-504	Theory and Techniques in Group Counseling	3
CNS-505	Theory and Techniques in Career	3

	Counseling	
CNS-506	Appraisal of Individuals and Families	3
CNS-507	Research and Evaluation of Methods and Practice	3
CNS-508	Legal, Ethical and Professional Issues	3
CNS-509	Integration of Christian Faith in Professional Counseling	3

Clinical Experiences

CNS-550S	Supervised Practicum - School Counseling	3
CNS-551S	Supervised Internship - School Counseling	3
CNS-552S	Supervised Internship - School Counseling	3

Major Courses

CNS-519	Theories and Techniques of School Counseling I	3
CNS-527	Child and Adolescent Development and Treatment	3
CNS-529	Theories and Techniques of School Counseling II	3
	Elective	3

Elective

Choose one elective from any divisional class or one of our school specific courses.

CNS-538	Theory and Practice of Play Therapy	3
SDC-530	Social Justice in Action	3
CNS-555	Academic Counseling and Classroom Management	3
CNS-556	P-12 College, Career, and Life Preparedness	3
CNS-557	Mental Health Issues in School Counseling P-12	3
CNS-558	Trauma and Grief in Counseling	3

Division of Nursing National & Global

Programs offered are:

Undergraduate Certificate in:

- Human Trafficking Studies (p. 534)

Bachelor of Science of Nursing in:

- Post-licensure Nursing (RNBSN) (p. 535)

Post Graduate Certificate with majors in:

- Health Systems Leadership (p. 538)
- Nursing Education (p. 539)
- Family Nurse Practitioner (p. 540)
- Psychiatric Mental Health Nurse Practitioner (p. 542)

Master of Science in Nursing degree with majors in:

- Health Systems Leadership
 - Health Systems Leadership Associate to MSN (p. 544)
 - Health Systems Leadership MSN (p. 552)
 - Health Systems Leadership Post-MBA (p. 555)
 - Dual Masters Health Systems Leadership MSN and Master in Business Administration (p. 566)
- Nursing Education
 - Nursing Education Associate to MSN (p. 547)
 - Nursing Education MSN (p. 557)
- Primary Care Nursing with specialization in
 - Family Nurse Practitioner Associate to MSN (p. 549)
 - Family Nurse Practitioner (p. 560)
 - Psychiatric Mental Health Nurse Practitioner (p. 563)

Doctorate of Nursing Practice degree in:

- Bachelor of Nursing to Doctor of Nursing Practice with specializations in:
 - Family Nurse Practitioner (p. 569)
 - Psychiatric Mental Health Nurse Practitioner (p. 574)
- Doctor of Nursing Practice with specialization in Systems Leadership (p. 581)

Academic Information

Catalog Governing Graduation - Students must meet the graduation requirements as stated in the university catalog under which they enrolled. Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the maximum number of years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled. **Students who withdraw from Indiana Wesleyan University for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment.** Students changing majors or programs must meet requirements as stated in the catalog that is current at the time they make such changes. The same holds true for students moving between schools and colleges. Students may at any time change from an earlier catalog to a subsequent current catalog, but must meet all requirements for graduation of that catalog. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

Core Requirements - The integrity of the IWU-National and Global programs requires that the core courses be met at Indiana Wesleyan University. Students are required to complete the first course (or the first block of courses) in the core program with a passing grade in order to maintain enrollment. In general, no waivers are allowed for courses taken at other colleges/universities.

Final class dates as established by the calendar will be the final date for completion of the core curriculum.

Admission and Registration

Indiana Wesleyan University welcomes applications for admission from any academically qualified person whose motivation is in keeping with the university's purposes. Admission is based on the careful review of all credentials presented by an applicant, but in no case is admission denied due to race, color, national origin, disability, religion, or sex.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions. Prospective students with disabilities are not required to identify themselves to Admissions or Disability Services. However, those interested in receiving academic accommodations are encouraged to connect with Disability Services at 765-677-2257 or ADARrequest@indwes.edu as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

Students are admitted in one of the following categories:

- Regular - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.

- **Probation** - Students with an entering grade point average (GPA) which falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses of the core with a satisfactory GPA (3.0). In case of extended probation, the number of courses to be completed in order to change status will be determined jointly by the VPAA for the School of Integrated Health and the Student Life Council. Any student failing to remove the probationary status will be academically suspended from the program.
- **Unclassified** - Students not pursuing a university degree who want to take certain courses for special reasons may be accepted for a maximum of 18 hours. Students receiving an unclassified status must reapply for regular admission if they desire later to pursue a degree program. Unclassified students are not eligible for financial aid.
- **Conditional** - Students currently enrolled in an associate degree in nursing program (AAS or ADN) at a regionally accredited institution may be conditionally accepted when they can show prior completion of at least 12 transferable hours and evidence of acceptance into an associate level nursing program. Full, unconditional admission to the RNBSN Program will be granted when the student meets the criteria for RNBSN Program admission.
- Applicants who do not meet the GPA listed in the criteria for regular admission in the MSN and DNP programs and have a qualifying GPA from previous studies may be conditionally admitted and allowed to take 9- credit hours of nursing courses to establish a qualifying GPA.

Registration - Registration occurs at the beginning of the student's core program. At this point, students are registered for all courses within the major. Therefore, if a student needs to miss an individual course, official withdrawal must be made through the Office of Student & Faculty Support Services. Staff will work with the Program Leader and the student to make arrangements to retake this class at a time that will minimize the impact on the student's financial aid. Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress. Additionally, placement in a cohort may be delayed for a returning student due to enrollment limitations.

A student who has failed to arrange for the payment of tuition for a course will have registration in that course cancelled.

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

Grade	Quality Points (per credit)
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	.0

The following grades are not figured into the GPA:

W

I

CR

NC

AU

Repeated Courses - A student may repeat once any course once in which a grade below “C” (“C-,” “D+,” “D,” or “F”) was previously earned. Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than “C” but below the level required for that specific course. Unless otherwise noted a course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student’s grade point average (GPA). All entries, however, remain a part of the student’s permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom/online format may not be repeated for a grade through independent learning/study.

Since a course may be repeated once, failure to achieve a satisfactory grade in a course after two attempts will result in academic suspension and ineligibility to complete the major in which the course was repeated.

Incomplete Grades - Students are expected to complete the course requirements by the last class session. There may be instances when crisis circumstances or events prevent the student from completing the course requirements in a timely manner. In these rare situations, a grade of “I” (incomplete) may be issued after completing the following process:

- The student must request an “I” from the instructor via email.
- The student must have completed at least 75% of the coursework.
- The instructor must obtain approval via email from the Program Leader.

A grade of "incomplete" may be granted only for extenuating circumstances. The length of time a student has to complete and submit the requirements to the faculty is determined by the faculty member for the course and may not exceed 10 weeks. If, at the end of the extension, the student has failed to complete the course requirements, the faculty will enter the grade the student earned. An incomplete cannot be issued if the student fails to meet the attendance requirements.

Grade Reports - At the end of each course, the instructor submits grades for each student. Grade reports are available online to the student and indicate courses taken, credits received, and grades assigned.

Transcripts - The student’s official transcript is prepared by the Indiana Wesleyan University Registrar's Office and will show the course, grade, credit, and dates of instruction for each course. Transcripts will include undergraduate and graduate work with the GPA divided into undergraduate and graduate calculations. Requests for transcripts of coursework at Indiana Wesleyan University must conform with the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and signed by the student, for protection of the student's confidentiality. A transcript is official only when it bears the university seal.

It is university policy not to release a transcript if the student has any financial holds on their record or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$5 fee is charged for each transcript, with an additional \$2.50 Parchment ordering fee. Payment must be provided, along with a complete address to which the transcript is to be delivered. Please provide a current address if request is to be sent to student's home. Transcript requests can be accessed by visiting <http://www.indwes.edu/Academics/Registrar/Transcript> and submitting the request through the ordering service.

Petitions, Appeals, and Grievances

During a student’s academic career, there may be occasion to file a petition, an appeal or a grievance.

- A petition is a request for an exception to an academic policy. A petition must be submitted in writing to the appropriate academic leader.
- A student may appeal an academic policy decision or for a grade change.
- An academic grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic policy decision or a request for a grade change or the student believes the policies and/or actions of School of Integrated Health personnel are unjust. Students taking courses outside of the School of Integrated Health are expected to follow the guidelines established by the Principal Academic Unit (College of Arts and Sciences, College of Adult and Professional Studies, Wesley Seminary) from which the course is taken for matters pertaining to courses/classes/policies.

Indiana Wesleyan University follows generally accepted college and university practice in the development of academic

policies, the operation of classrooms, and use of grading techniques. The university allows its instructors independence in following generally accepted practices. A student who wishes to submit an appeal or grievance must abide by the procedures listed below.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances. Depending on the situation, the timeline may be expedited. Because the appeal and grievance process is a private university administrative process, if legal council is retained, IWU must be notified immediately and the process will be turned over to the Office of Risk Management and Compliance.

Issues related to discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504 are handled according to university policy.

Grade Appeal

A grade appeal involves only those situations in which a student believes an instructor (a) has not followed fair grading practice or (b) has not followed his or her published grading policy in didactic or clinical courses.

Informal Process

Level 1

- The student should request the rationale from the professor for the grade given and discuss the key learning points within 10 university business days of the posting of the grade.
- The informal process may be ended at any time and the student may begin the formal procedure by submitting a written grade appeal form within 20 university business days of the posting of the grade. Grade appeal forms are available from the Office of the Dean.

Formal Process

Level 2

- If there is no resolution during the informal process, the student may file a grade appeal request form, which can be obtained from the Office of the Dean. If a properly completed grade appeal request form is not received by the university within 20 university business days of the date the student's grade was posted, then the student will forfeit any further right to appeal.
- If the matter involves the Dean as faculty, the student may request that the Vice President for Academic Affairs (VPAA) for the School of Integrated Health (or designee) review the matter.
- After the university receives the grade appeal request form, it will be forwarded to the instructor along with a faculty grade appeal response form. The Dean will notify the faculty member of the appeal and its nature and seek to mediate the dispute through the following steps.
 - Discussion of the facts of the case seeking resolution within 10 university business days.
 - If the faculty member's stated policy for calculating the grade has not been followed, the Dean or Vice President for Academic Affairs (VPAA) will insist that it be followed. The role of the administrator is not to re-grade the assignment(s).
- If the instructor agrees, the grade will be changed, and the student academic record will be updated.

Level 3

- If the instructor does not agree that the grade should be changed, the Dean will request a second grading of the specific assignment or examination by two faculty members with knowledge in the academic discipline. They will submit their completed rubrics or evaluations to the Dean within 10 university business days.
- The grade appeal form, faculty response form, and the evaluation of the specific assignment or examination will be submitted to the School of Integrated Health Student Life Council.
- Upon receipt of the request for council review from the student, the matter will be brought to the next regularly scheduled School of Integrated Health Student Life Council meeting. (NOTE: The Council reserves the right to seek clarification from

the student, additional graders, or the instructor). If the matter involves a member of the council, the Student Life Council Chair will require the individual to recuse himself/herself from the appeal process.

- A formal notification of the decision will be provided to the student by the council chair. This will complete the appeals process. The decision made at the Student Life Council is final for the appeal process.
- All documents related to the appeal will be filed electronically. Printed documents will be shredded.
- The student will be notified of results at each step of the grade appeal process.

Appeal of Academic Policy Decision

An academic policy appeal involves only those situations in which a student is seeking recourse from a university academic policy decision.

Examples of academic policies include but are not limited to admission criteria, readmission criteria, etc.

Informal Process

Level 1

- The student must first contact the person or the department responsible for the policy decision to resolve the question informally. Such contact must occur within 10 university business days of the incident that generates the request for exception.
- The informal process may be ended at any time and the student may begin the formal procedure by submitting an appeal form within 20 university business days of the decision. Appeal forms are available from the Office of the Dean.

Formal Process

Level 2

- If the matter is not satisfactorily resolved at level one, the student may submit a written request within 20 university business days of the date of the decision that prompted the appeal to the Dean for a review. The student should include thorough documentation supporting the student's claims.
- If the matter involves the Dean as faculty, the student may request that the Vice President for Academic Affairs (VPAA) for the School of Integrated Health (or designee) review the matter.
- If the published policy was not followed, the Dean or VPAA will insist that it be followed.

Level 3

- If there is no resolution at level two, the Dean will forward the documentation for a review by the Student Life Council.
- Upon receipt of the request for council review from the student, the matter will be brought to the next regularly scheduled School of Integrated Health Student Life Council meeting. (NOTE: The Council reserves the right to seek clarification from the student and those involved in the policy decision.) If the matter involves a member of the Council, the Student Life Council Chair will require the individual to recuse himself/herself from the appeal process.
- A formal notification of the decision will be provided to the student by the Dean. This will complete the appeals process. The decision made at the Student Life Council is final for the appeal process.
- All documents related to the appeal will be filed electronically. Printed documents will be shredded.

Academic Grievance

An academic grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or a request for a grade change or the student believes the policies and/or actions of School of Integrated Health personnel are unjust.

Informal Process

Level 1

- If the student believes the published policies were not followed or he/she believes the policies and/or actions of School of Integrated Health personnel were not just, the student must first contact the Dean within 10 university business days for a full explanation of the policy and how the policy was followed. This is not a second hearing of an appeal.

- Due to the implications of a grievance, the student must submit a written grievance form at this step of the process. The grievance form may be obtained from the Office of the Dean. If a properly completed form is not received by the university within 10 university business days of the date on which the event that gave rise to the complaint occurred, the student will forfeit any further right to grieve.
- If the complaint involves the Dean, the student may request that the Associate Dean for Accreditations, Assessment, & Curriculum for the School of Integrated Health (or designee) review the matter.
- The informal process may be ended at any time and the student may begin the formal procedure.

Formal Process

Level 2

- If the matter is not satisfactorily resolved at level one, the student may request a review of the matter by the VPAA by forwarding the grievance form. If the university does not receive a request for a level two review within 10 university business days of the level one decision, the student will forfeit any further right to grieve.
- A formal notification of the decision will be provided to the student by the VPAA. This will complete the grievance process.
- All documents related to the grievance will be filed electronically. Printed documents will be shredded.

Re-enrollment Policy for Primary Care Majors and DNP

Nurse Practitioner

Any Nurse Practitioner student who is out of class for more than six months must meet the following criteria to continue in the program:

- If a student is out of a nurse practitioner program for more than six months, the student must take and successfully achieve a passing score on the track specific competency exam(s) for advanced pharmacology, pathophysiology, and physical assessment.
- The Advanced Physical Assessment exam is only offered onsite. The student will be required to conduct a complete history and physical on a client, including written documentation.
- If the student does not pass the appropriate competency exam(s) with a passing score, s/he will be required to audit the pertinent course(s) and satisfactorily pass the appropriate competency exam(s) before being allowed to re-enroll in the Masters Nursing program.
- The student requesting to re-enroll is responsible to pay for each competency exam and course audit.

Satisfactory Academic Progress and Academic Standing

Students enrolled in a School of Integrated Health National & Global program are regarded as members of the academic community of Indiana Wesleyan University. Students are responsible for conforming to the standards of conduct for adult learners. Continued enrollment in the program is subject at all times to review of the student's academic record and actions with regard to the observance of university policies and regulations. Policies and regulations can be found in the IWU catalog and the School of Integrated Health Student Handbook.

RNBSN Satisfactory Academic Progress

Placement on Probation - Students enrolled in a Post-licensure program will be placed on probation if their core GPA or their cumulative GPA at any time falls below 2.75.

Students are given two consecutive courses to satisfactorily raise their GPA. The GPA is reviewed after the second course, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
- A student has taken a course twice and failed to achieve a satisfactory grade. When this occurs, the student is ineligible to reapply for admission into the program in which the course was repeated.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the School of Integrated Health.

Academic Dismissal - Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University.

MSN Satisfactory Academic Progress

Placement on Probation - Students enrolled in a graduate nursing program will be placed on probation if their GPA falls below 3.0.

Students are given two consecutive courses or six credit hours, whichever is greater, to satisfactorily raise their GPA. The GPA is reviewed after the second course, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- Upon a second unsatisfactory grade, students in the NP tracks will be academically dismissed and ineligible to reapply for admission into the MSN program.
- Students dismissed due to academic dishonesty are ineligible for readmission to the program.
- Students who fail to complete an MSN program within the time allotted for completion will be administratively withdrawn.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the School of Integrated Health.

Academic Dismissal - Upon a second academic suspension in the same program, a student is not eligible to reapply to Indiana Wesleyan University. In addition, students enrolled in any Nurse Practitioner program or the doctoral program will be academically dismissed upon receipt of a second unsatisfactory grade.

DNP Satisfactory Academic Progress

Probationary Status - Students enrolled in the DNP program will be placed on probation if their GPA falls below 3.25 DNP GPA.

Students on probation are given the opportunity to raise their GPA by the completion of two consecutive courses or six consecutive credit hours, whichever is greater. The GPA is reviewed after the set timeframe, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to remove the academic probationary status within the probation period.
- A student with more than one incomplete on record is subject to academic suspension.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the School of Integrated Health.

Academic Dismissal

- Upon a second academic suspension in the same program, students will be dismissed and are not eligible to reapply to Indiana Wesleyan University.
- Upon a second unsatisfactory grade, students will be academically dismissed and ineligible to reapply for admission into the DNP program.
- Students dismissed due to academic dishonesty are ineligible for readmission to the program.
- Students who fail to complete the program within four years for the DNP program or six years for the BSN to DNP programs will be administratively withdrawn.

Student Professional Performance Policy

Students are expected to maintain the ethical standards of practice established by American Nurses Association (ANA) Code of Ethics for Nurses with Interpretive Statements. Students whose professional performance affects their ability to be licensed as a registered nurse or advanced practice registered nurse, and/or who do not meet the ethical standards established by ANA, may be recommended for a Performance Improvement Plan (PIP) or other sanction up to and including dismissal from the School of Integrated Health.

It is the responsibility of each student to be aware of policies regulating academic and professional conduct found in the IWU Catalog, student handbooks, and clinical guidelines, possible sanctions, and the appeals process.

Progressive discipline: The School of Integrated Health promotes a policy of progressive or corrective discipline, however serious infractions may warrant immediate removal from clinical or academic setting, imposition of a written reprimand, suspension, or dismissal.

Performance concerns may include, but are not limited to the following:

- Fails to meet generally accepted standards of patient safety, professional conduct, personal integrity, or emotional stability required for professional practice;
- Fails to demonstrate the effective interpersonal skills necessary to perform professional helping relationships;
- Fails to adhere to the ANA Code of Ethics;
- Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a registered nurse (RN) or advanced practice registered nurse (APRN); or
- Displays inappropriate or disruptive behavior toward clients, other students, faculty, or staff, which interferes with professional judgment or jeopardizes the best interest of those to whom the student has a professional responsibility.

Transfer between Majors

It is assumed that students applying for/enrolling in graduate level programs have a higher level of maturity and decision-making ability. The selection of a graduate major should be approached with prayerful deliberation after acquiring the knowledge necessary to make the decision.

The Masters Nursing majors are designed around an accelerated cohort model, intended to foster a group dynamic and support system conducive for adult learning. Continued disruption of this model – as well as the curriculum schedule – inhibits the effectiveness of this design. In addition, the amount of time necessary to create a tailored plan of study for each transfer student adds an excessive amount of work to current faculty and staff.

Students who wish to change majors must submit a change of program request and meet all admission requirements for the requested major. Transfer approval will be subject to review of the student's academic progress, catalog requirements, and availability of space in the requested major. The university cannot guarantee transfer requests will be approved.

Please be advised that any transfer/change in program may impact financial aid. Students will not be eligible for deferment or the 'scheduled break' option under this policy, and may have to begin loan payments until they are re-enrolled in their newly-selected major. In addition, the change may lead to a significant delay in the time it takes to complete MSN degree requirements.

Undergraduate Certificate Programs

The Undergraduate Integrated Health Programs offered are:

Undergraduate Certificates

Undergraduate Certificate - Human Trafficking Studies

The Certificate in Human Trafficking Studies will provide the learner with a foundational knowledge of human trafficking principles, policies and approaches. This groundwork is applicable to all disciplines. The knowledge gained will enhance the learner's ability to engage in the anti-human trafficking arena in their respective disciplines and broaden individual knowledge base.

Upon completion of this certificate program, students should be able to:

- Evaluate the multiple components of human trafficking.
- Effectively engage with other professions involved in anti-trafficking efforts.
- Integrate principles of scholarship, leadership, and service to the arena of human trafficking.
- Evaluate self as a change agent in the human trafficking arena.
- Explore the realities of human trafficking.

ADMISSION REQUIREMENTS

- Accepted as a regular degree seeking student or as an unclassified student.
- Official college or university transcripts showing completion of 60 or more credit hours.

COMPLETION REQUIREMENTS

- 12 credit hours from the selected courses in the specified certificate area.
- Grade of "C" or higher in all certificate courses.
- Payment of all tuition and fees is required to receive a certificate.

Human Trafficking Studies Certificate - Program of Study

Certificate Courses

	Choose one of the following:	
IPE-321	Hope, Suffering, and Human Trafficking	3
NUR-321	Hope, Suffering, and Human Trafficking	3
	Choose one of the following:	
NUR-322	Universal Trafficking in Persons	3
IPE-322	Universal Trafficking in Persons	3
	Choose one of the following:	
NUR-421	Trauma Informed Approaches	3
IPE-421	Trauma Informed Approaches	3
	Choose one of the following:	
NUR-422	Ethics and Advocacy in Human Trafficking	3
IPE-422	Ethics and Advocacy in Human Trafficking	3

Bachelor Degree Programs

BSN - Post-licensure (RNBSN)

The School of Integrated Health Post-licensure (RNBSN) Program is accredited by The Higher Learning Commission (<http://www.ncahigherlearningcommission.org/>) and Indiana Wesleyan University is a member of the North Central Association of Colleges and Schools. The program is also accredited by the Commission on Collegiate Nursing Education (CCNE) (202-887-6791). Memberships include the American Association of Colleges of Nursing and the Council for Christian Colleges and Universities.

Throughout the Post-licensure (RNBSN) Program, the nurse is a purposeful, self-directed individual who assumes responsibility and accountability to God, society, self, and clients who, made in the image of God, have intrinsic worth and value. Modeling the example of Jesus Christ, nurses are to protect and promote health, especially for people lacking access to health care, through the just allocation of health resources and services throughout the world.

The Post-licensure (RNBSN) Program is planned within the philosophy and conceptual framework of the baccalaureate program. (Adult learners want to take charge of their own learning and can be mutually responsible for the education process in

partnership with faculty.) Small project teams and other strategies appropriate for adult education contribute to mastery of learning outcomes.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary.

The same courses offered in the classroom setting are also offered via the Internet.

Outcomes of the Baccalaureate Nursing Programs

At the completion of the baccalaureate nursing program at Indiana Wesleyan University the graduate will be prepared to:

- Apply leadership skills to professional nursing practice.
- Integrate nursing knowledge and evidence-based practice while providing culturally competent care.
- Employ effective communication and interprofessional collaboration for the improvement of client outcomes.
- Demonstrate spiritual values and professional ethics from a Christian worldview when providing nursing care.

Admission Requirements

The admission requirements for the Bachelor of Science in Nursing degree offered through the School of Integrated Health's Post-licensure Nursing are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Degree Requirements:
 - Associate degree with a major in Nursing.

Or

- Applicants from a state board of nursing approved school of nursing (diploma or proprietary school of nursing) who have passed the NCLEX-RN exam may apply for credit through the evaluation process. A maximum of 40 credit hours awarded may be counted toward the required 60. This applies only to students applying to the Nursing program.
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.
- A maximum of 40 hours of credit may be earned through the assessed learning process toward the required 60 credits.
- Proof of current **unencumbered** RN licensure;
- An overall grade point average (GPA) of 2.0 from all previous study. If an applicant's GPA is below 2.0, the student may be admitted on a probationary basis, as established by the guidelines of the college.
- Conditional Acceptance: Students currently enrolled in an associate degree in nursing program (i.e. AAS or ADN) at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) may be conditionally accepted when they can show:
 - Prior completion of at least 12 transferable credit hours
 - Evidence of acceptance into an associate level nursing program. Full, unconditional admission to the RNBSN Program will be granted when the student meets the criteria for RNBSN Program admission.

Program Requirements

- Students must complete each individual core course with a grade of "C" or higher.
- To progress in the major, RNBSN students must have obtained a core GPA of 2.75 by the end of the third course.
- Students must have an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multi-state licenses, all

must be unencumbered. Students may be administratively withdrawn from the program at any point if this status is not maintained.

- RNBSN students may complete the core nursing courses by following the recommended fast-track schedule. It is not recommended that students take more than two core courses at a time. Students who wish to take more than two core courses should contact their academic advisor to determine the potential impact of such a decision.
- Students who take longer than six years to complete the program must petition to continue in the program.
- Students must complete all core courses before taking NUR-495.

Clinical Compliance Documentation

- Before beginning any clinical or practicum experience, students must meet all practicum agency requirements (at the student's expense). As required by the facility, students must complete a criminal background check and drug screen, submit documentation of health clearance, immunizations, and meet any other requirements of the practicum facility before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to affiliated healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Graduation Requirements

To graduate with a baccalaureate degree in nursing from the School of Integrated Health at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required core courses with a GPA of 2.75 or higher.
- Cumulative GPA of 2.75 or higher. All individual core courses must be completed with a grade of "C" or better.
- Completion of 30 hours of general education as specified (General Education Requirements).
- Payment of all tuition and fees is required to receive a diploma.

Post-licensure (RNBSN) - Program of Study

Core Courses

NUR-320	Introduction to Baccalaureate Nursing	3
NUR-335	Foundations for Professional Practice	3
NUR-385	Nursing Process: Health Indicators and Clinical Prevention	3
NUR-440	Evidence-Based Nursing	4
NUR-465	Population Health: Local, National, and Global Approaches	5
NUR-415	Leadership and Management in Nursing	4
NUR-495	Baccalaureate Capstone: Synthesis and Evaluation	5
	Nursing Topics (2-2 credit hour courses)	4

Nursing Elective Options

Two courses are required from the following options to fulfill the Nursing Elective requirement:

NUR-235	Perspectives on Poverty and Health	2
NUR-237	Complementary and Alternative Therapies	2
NUR-312	Parish Nursing/Faith Community Nursing	2

NUR-365	Ethics	2
NUR-401	Transcultural Healthcare	2
NUR-402	Cross-Cultural Experience	2
NUR-450	Nursing From a Christian Worldview	2
NUR-322	Universal Trafficking in Persons	3

Graduate Nursing Programs

Programs Offered - Masters Nursing

Post Graduate Certificate Programs

The School of Integrated Health offers certificate programs in Health Systems Leadership, Nursing Education, Family Nurse Practitioner (FNP), and Psychiatric Mental Health Nurse Practitioner (PMHNP) for students who have a Master's or Doctoral degree in Nursing from a regionally accredited university with national nursing accreditation (CCNE, ACEN).

Post Graduate Certificate - Health Systems Leadership

The Post Graduate Certificate in Health Systems Leadership provides an academic experience that prepares students to be transformative nurse leaders and world-changers. This certificate is designed to develop healthcare system leaders who are ethical, effective, efficient, and innovative to meet the needs of the future of healthcare. These goals are accomplished by developing nurse scholars through an integrated experience of advanced intellectual challenge, collaboration, evidence-based professional growth, and hands-on, real-world experience. Graduates complete 520 practicum hours and are prepared to assume leadership roles within a variety of healthcare settings, nationally and globally.

Upon completion of this program, students should be able to:

- Integrate knowledge of the art and science of leadership and nursing into the role of a nursing leader.
- Create an environment that fosters a person-centered approach to nursing leadership that values the well-being of one's self, staff, patients, families, and communities and establishes communication skills to enhance interprofessional relationships.
- Lead systems to enhance population health.
- Utilize scholarship and evidence to guide quality improvement principles in the leadership of nursing practice.
- Apply systems and complexity principles to lead nursing practice through the use of information and communication technology.

Admission Requirements

An individual with a Masters or Doctoral degree in Nursing from a college or university accredited by an agency recognized by both the ED and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA):

- May apply to complete a post graduate certificate in a masters nursing major for which they do not already hold a degree.
- Must meet masters nursing admission requirements (p. 552) for the major program.
- Must submit an official transcript showing completion of a masters or doctoral degree in nursing.
- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Masters Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview

Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

Program Requirements

- Students must maintain an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Integrated Health if the status of their RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.
- Students must meet all practicum agency requirements.

Clinical Compliance Documentation:

- Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Completion Requirements

To complete the Post Graduate certificate, students show evidence of the following:

- Successful completion of the specific curriculum as described below.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B" in each course.
- Payment of all tuition and fees is required to receive a certificate.

Post Graduate Certificate Health Systems Leadership - Program of Study

Plan of Study for Health Systems Leadership Post Graduate Certificate

HSL-680	Transformative Leadership	4
HSL-680P	Transformative Leadership Practicum	1
HSL-682	Practice Leadership	4
HSL-682P	Practice Leadership Practicum	1
HSL-684	Collaborative Leadership	4
HSL-684P	Collaborative Leadership Practicum	1
HSL-686	Systems Leadership	4
HSL-686P	Systems Leadership Practicum	1

Post Graduate Certificate - Nursing Education

Upon completion of this program, students should be able to:

- Demonstrate successful integration of knowledge to function in the nurse educator role.
- Use an evidence-based approach to guide professional practice as a nurse educator.
- Apply stewardship principles to resources in the educational environment.
- Evaluate nursing curricula for scope and effectiveness in preparing nurses to meet local and global needs.
- Apply a biblical worldview to academic decision making as a nurse educator.

Admission Requirements

An individual with a Masters or Doctoral degree in Nursing from a college or university accredited by an agency recognized by both the ED and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA):

- May apply to complete a post graduate certificate in a Masters Nursing major for which they do not already hold a degree.

- Must also meet Masters Nursing admission requirements (p. 557) for the major program.
- Must submit an official transcript showing completion of a masters or doctoral degree in Nursing.
- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Masters Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; and/or
- Take the GRE

Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

Prerequisite Requirements

To enter the Post Master's certificate in Nursing Education program, prerequisites are a Graduate level

Pharmacology, Pathophysiology, and Physical Assessment.

Program Requirements

- Students must maintain an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Integrated Health if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.
- Students must meet all practicum agency requirements.

Clinical Compliance Documentation:

- Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Completion Requirements

To complete the Post-master's certificates, students show evidence of the following:

- Successful completion of the specific curriculum as described below.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B" in each course.
- Payment of all tuition and fees is required to receive a certificate.

Post Graduate Certificate Nursing Education - Program of Study

Plan of Study for Nursing Education Post Graduate Certificate

Prerequisites: Graduate Level Physical Assessment, Graduate Level Pathophysiology, and Graduate Level Pharmacology

NRE-513	Introduction to Professional Development for Advanced Practice in Nursing Education	1
NRE-663	Course Design and Development	3
NRE-665	Innovative Teaching Strategies	3

NRE-667	Program Evaluation and Assessment	3
NRE-695	Nursing Education Capstone	4
NRE-664	Concepts of Leadership for Nurse Educators	2

Post Graduate APRN Certificate - Family Nurse Practitioner (FNP)

The post-graduate APRN certificate program at Indiana Wesleyan University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Upon completion of this program, students should be able to:

- Provide primary care to diverse populations across the lifespan.
- Initiate an evidence-based approach to improve primary care practice.
- Collaborate with multiple professions to provide care for individuals, families, and communities with complex health needs.
- Integrate a Christian perspective in providing primary care.
- Influence healthcare policy, organization, and finance in primary care practice.

Admission Requirements

An individual with a Masters or Doctoral degree in Nursing from a college or university accredited by an agency recognized by both the ED and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA):

- May apply to complete a post graduate certificate in a Masters Nursing major for which they do not already hold a degree.
- Must meet Masters Nursing admission requirements (p. 560) for the major program.
- Must submit an official transcript showing completion of a masters or doctoral degree in Nursing.
- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Masters Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; and/or
- Take the GRE

Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

Prerequisite Requirements

To enter the FNP Post Graduate certificate, the prerequisites are Graduate Level Pharmacology, Pathophysiology, and Advanced Health Assessment. These prerequisites can be met in one of the following ways:

- Successfully complete a program-specific Pharmacology, Pathophysiology, and/or Advanced Health Assessment course with a minimum grade of "B" within one year of the start of the program.
- Successfully achieve a passing score on the IWU Pharmacology, Pathophysiology, and/or Advanced Health Assessment competency exams. Competency exams must be completed within six months of starting the PMC program. The applicant will be given two attempts to pass the exams. A fee will be assessed for each exam/attempt.
- Provide proof of current APRN certification and 500 hours of current APRN practice within the last year.

Program Requirements

- Students must maintain an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Integrated Health if the status of

his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.

- **Clinical Compliance Documentation:** Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.
- Nurse Practitioner students will be academically dismissed upon receipt of a second unsatisfactory grade.

Completion Requirements

To complete the Post-Graduate certificates, students show evidence of the following:

- Successful completion of the specific curriculum as described below.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B" in each course.
- Payment of all tuition and fees is required to receive a certificate.

Post Graduate (APRN) Certificate Family Nurse Practitioner - Program of Study

Plan of Study for Family Nurse Practitioner Post Graduate Certificate

Prerequisites: Graduate Level Advanced Health Assessment, Graduate Level Pathophysiology, and Graduate Level Pharmacology

Prerequisite Courses

PYC-614	Advanced Pathophysiology	4
PYC-612	Advanced Pharmacology	4
PYC-660	Advanced Health Assessment	6

Core Courses

PYC-602	Professional Role Development for the Advanced Practice Nurse	2
PYC-681	Primary Care Across the Lifespan I	6
PYC-682	Primary Care Across the Lifespan II	6
PYC-683	Primary Care Across the Lifespan III	6

Post Graduate APRN Certificate - Psychiatric Mental Health Nurse Practitioner (PMHNP)

The post-graduate APRN certificate program at Indiana Wesleyan University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Upon completion of this program, students should be able to:

- Provide care for diverse populations with psychiatric mental health needs.
- Treat individuals with psychiatric mental health conditions across the lifespan.
- Collaborate with interprofessional healthcare teams and community organizations to provide care for individuals with multiple health needs.
- Serve as an advocate for vulnerable populations with psychiatric mental health conditions.
- Address the spiritual needs of the psychiatric mental health patient/client.

Admission Requirements

An individual with a Masters or Doctoral degree in Nursing from a college or university accredited by an agency recognized by both the ED and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA):

- May apply to complete a post graduate certificate in a Masters Nursing major for which they do not already hold a degree.
- Must meet Masters Nursing admission requirements (p. 563) for the major program.
- Must submit an official transcript showing completion of a masters or doctoral degree in Nursing.
- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Masters Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; and/or
- Take the GRE

Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

Prerequisite Requirements

To enter the PMHNP Post Graduate certificate, the prerequisites are Graduate Level Pharmacology and Pathophysiology. These prerequisites can be met in one of the following ways:

- Successfully complete a program-specific Pharmacology and/or Pathophysiology course with a minimum grade of "B" within one year of the start of the program.
- Successfully achieve a passing score on the IWU Pharmacology and/or Pathophysiology competency exams. Competency exams must be completed within six months of starting the PMC program. The applicant will be given two attempts to pass the exams. A fee will be assessed for each exam/attempt.
- Provide proof of current APRN certification and 500 hours of current APRN practice within the last year.

Program Requirements

- Students must maintain an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Integrated Health if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.
- **Clinical Compliance Documentation:** Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.
- Psychiatric Mental Health Nursing students will be academically dismissed upon receipt of a second unsatisfactory grade.

Completion Requirements

To complete the Post Graduate certificates, students show evidence of the following:

- Successful completion of the specific curriculum as described below.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B" in each course.

- Payment of all tuition and fees is required to receive a certificate.

Post Graduate (APRN) Certificate Psychiatric Mental Health Nursing - Program of Study

Plan of Study for Psychiatric Mental Health Nurse Practitioner Post Graduate Certificate

Prerequisites: Graduate Level Pharmacology and Pathophysiology

PYC-602	Professional Role Development for the Advanced Practice Nurse (Not required if student holds current NP certification)	2
PMHN-622	Diagnostic Reasoning	2
PMHN-652	Advanced Health Status Assessment for the Psychiatric Mental Health Nurse Practitioner (Eligible for transfer)	4
PMHN-620	Neuro-Psychopharmacology	2
PMHN-630	Psychotherapeutic Modalities Across the Lifespan I	5
PMHN-640	Psychotherapeutic Modalities Across the Lifespan II	5
PMHN-650	Psychotherapeutic Modalities Across the Lifespan III	5
PMHN-693	Interprofessional Development for the Psychiatric Mental Health Nurse Practitioner	1

MSN Degree Programs

The Division of Masters Nursing offers the Master of Science in Nursing degree with majors in Health Systems Leadership, Nursing Education, and Primary Care Nursing with a specialization in Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner. (Health Systems Leadership, Nursing Education, and Primary Care Nursing with a specialization in Family Nurse Practitioner programs are also available to students with an Associate of Science in Nursing through the ASN-MSN program). Also offered are dual degree/major of MSN/MBA Health Systems Leadership/Business Administration and an abbreviated MSN in Health Systems Leadership for registered nurses who have already earned an MBA.

The master's degree program in nursing at Indiana Wesleyan University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

ASN-MSN in Health Systems Leadership

The Master of Science in Nursing in Health Systems Leadership (ASN to MSN) track provides an academic experience that prepares students to be transformative nurse leaders and world-changers. Students pursuing this track must possess an associate degree in nursing. The major is designed to develop healthcare system leaders who are ethical, effective, efficient, and innovative to meet the needs of the future of healthcare. These goals are accomplished by developing nurse scholars through an integrated experience of advanced intellectual challenge, collaboration, evidence-based professional growth, and hands-on, real-world experience. Graduates complete 520 practicum hours and are prepared to assume leadership roles within a variety of healthcare settings, nationally and globally.

Upon completion of the program, the graduate should be able to:

- Integrate knowledge of the art and science of leadership and nursing into the role of a nursing leader.
- Create an environment that fosters a person-centered approach to nursing leadership that values the well-being of one's self, staff, patients, families, and communities and establishes communication skills to enhance interprofessional relationships.
- Lead systems to enhance population health.
- Utilize scholarship and evidence to guide quality improvement principles in the leadership of nursing practice.
- Apply systems and complexity principles to lead nursing practice through the use of information and communication technology.

Admission Requirements

Admission to all masters nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview.

Criteria for regular admission are:

- An associate degree in nursing from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) and national nursing programmatic accreditation (CCNE, ACEN, CNEA). Up to sixty credits may be transferred from an accredited associate degree program. Applicants from a state board of nursing-approved school of nursing (diploma or proprietary school of nursing) who have passed the NCLEX-RN exam may apply for credit through the evaluation process. A maximum of 40 credit hours awarded may be counted toward the required 60. This applies only to students applying to the Nursing program.
- GPA for admission.
 - A grade point average of 3.0 on a 4.0 from the Associate Degree granting college or university.

OR

- GPA Criteria for conditional admission: Applicants who do not meet the GPA listed in the criteria for regular admission and have at least a 2.75 cumulative undergraduate GPA from all previous studies may be conditionally admitted and allowed to take 9- credit hours of bachelors nursing courses to establish a GPA of 3.0 or higher.
- Students who have earned a 3.0 GPA by the completion of 9-credit hours in bachelor's nursing courses, will meet the criteria for regular admission.
- An unsatisfactory grade (C- or lower in any NUR course) while conditionally admitted will result in administrative withdrawal from the program and denial of regular admission.
- Students who do not earn a 3.0 GPA by the completion of 9 credit hours in bachelor's nursing courses will be denied regular admission.
- Original transcript from the degree-granting institution.
- Proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors, or a pastor who can evaluate the applicant's potential for success in a graduate program. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN programs.
- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Masters Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports.

Program Requirements

Progression Policy:

- Successful completion of all undergraduate courses with a minimum grade of "C" and a cumulative GPA of at least 3.0
- Successful completion of all MSN GNUR core courses with a minimum grade of "C" and a cumulative GPA of at least 3.0.
- Successful completion of all major specific Health Systems Leadership courses, with a minimum grade of "B" and cumulative GPA of at least 3.0.

- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any nursing program at IWU.
- Students must fulfill all requirements as stipulated by practicum sites. Students must be licensed in the state in which they are completing practicum course experiences.
- Students who maintain continuous enrollment, make normal progress toward a degree, and earn their degree within a maximum of five years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.

Clinical Compliance Documentation:

- Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Graduation Requirements

Completion of this program awards the MSN degree. A BSN is not awarded.

To graduate, students must have completed the following:

- Completion of all undergraduate and MSN requirements for the specific program major.
- Met the minimum grade requirement for each course.
- Cumulative GPA of 3.00 or higher.
- Program must be completed within a maximum of five years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

ASN-MSN in Health Systems Leadership - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Undergraduate Courses

All undergraduate courses must be completed with a grade of "C" or higher.

NUR-320	Introduction to Baccalaureate Nursing	3
NUR-335	Foundations for Professional Practice	3
NUR-401	Transcultural Healthcare	2
NUR-450	Nursing From a Christian Worldview	2
NUR-415	Leadership and Management in Nursing	4
NUR-465	Population Health: Local, National, and Global Approaches	5

Core Courses

All undergraduate courses must be completed with a grade of "C" or higher.

GNUR-501	Evidence Based Communication	3
GNUR-529	Epidemiology & Care of Populations	3
GNUR-529P	Epidemiology & Care of Populations Practicum	1
GNUR-532	Synthesis of Advanced Pharmacology, Physical Assessment, and Pathophysiology	4

GNUR-532P	Synthesis of Advanced Pharmacology, Physical Assessment, and Pathophysiology Practicum	1

Major Courses- Health Systems Leadership

All major courses must be completed with a grade of "B" or higher.

HSL-680	Transformative Leadership	4
HSL-680P	Transformative Leadership Practicum	1
HSL-682	Practice Leadership	4
HSL-682P	Practice Leadership Practicum	1
HSL-684	Collaborative Leadership	4
HSL-684P	Collaborative Leadership Practicum	1
HSL-686	Systems Leadership	4
HSL-686P	Systems Leadership Practicum	1
HSL-688P	Nursing Leadership Capstone Practicum	2

ASN-MSN in Nursing Education

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; and/or
- Take the GRE.

Criteria for regular admission are:

- An associate degree from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. The awarding school of nursing must have national nursing programmatic accreditation (CCNE, ACEN, CNEA). Applicants from a state board of nursing-approved school of nursing (diploma or proprietary school of nursing) who have passed the NCLEX-RN exam may apply for credit through the evaluation process. A maximum of 40 credit hours awarded may be counted toward the required 60. This applies only to students applying to the Nursing program.
- A grade point average of 3.0 on a 4.0 from the Associate Degree granting college or university.

OR

Criteria for conditional admission are:

- Applicants who do not meet the GPA listed in the criteria for regular admission and have at least a 2.75 cumulative undergraduate GPA from all previous studies may be conditionally admitted and allowed to take 9- credit hours of bachelors nursing courses to establish a GPA of 3.0 or higher.
 - Students who have earned a 3.0 GPA by the completion of 9-credit hours in bachelors nursing courses, will meet the criteria for regular admission.
 - An unsatisfactory grade (C- or lower in any NUR course) while conditionally admitted will result in administrative withdrawal from the program and denial of regular admission.
 - Students who do not earn a 3.0 GPA by the completion of 9-credit hours in bachelors nursing courses will be denied regular admission.
- Proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.

- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors, or a pastor who can evaluate the applicant's potential for success in a graduate program. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN programs.
- Original transcript from the degree granting institution.
- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Masters Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports

Program Requirements

Progression Policy:

- Successful completion of all undergraduate courses with a minimum grade of "C" and a cumulative GPA of at least 3.0
- Successful completion of all MSN core courses with a minimum grade of "C" and a cumulative GPA of at least 3.0.
- Successful completion of all major specific courses, with a minimum grade of "B" and cumulative GPA of at least 3.0.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any nursing program at IWU.
- Students must fulfill all requirements as stipulated by practicum sites. Students must be licensed in the state in which they are completing practicum course experiences.
- Students who maintain continuous enrollment, make normal progress toward a degree, and earn their degree within a maximum of five years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.

Clinical Compliance Documentation:

- Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Graduation Requirements

Completion of this program awards the MSN degree. A BSN is not awarded.

To graduate, students must have completed the following:

- Completion of all undergraduate and MSN requirements for the specific program major.
- Met the minimum grade requirement for each course.
- Cumulative GPA of 3.00 or higher.
- Program must be completed within a maximum of five years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

ASN-MSN in Nursing Education - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Undergraduate Courses

All undergraduate courses must be completed with a grade of "C" or higher.

NUR-320	Introduction to Baccalaureate Nursing	3
NUR-335	Foundations for Professional Practice	3
NUR-401	Transcultural Healthcare	2
NUR-450	Nursing From a Christian Worldview	2
NUR-415	Leadership and Management in Nursing	4
NUR-465	Population Health: Local, National, and Global Approaches	5

Core Courses

All undergraduate courses must be completed with a grade of "C" or higher.

GNUR-501	Evidence Based Communication	3
GNUR-510	Theoretical Foundations for Advanced Nursing Practice	2
GNUR-525	Ethics and Health Policy	3
GNUR-529	Epidemiology & Care of Populations	3
GNUR-530	Utilization of Research for Evidence Based Practice	3

Major Courses-Nursing Education

All major courses must be completed with a grade of "B" or higher.

NRE-513	Introduction to Professional Development for Advanced Practice in Nursing Education	1
PYC-614	Advanced Pathophysiology	4
PYC-612	Advanced Pharmacology	4
NRE-662	Advanced Health and Physical Assessment	3
NRE-664	Concepts of Leadership for Nurse Educators	2
NRE-663	Course Design and Development	3
NRE-665	Innovative Teaching Strategies	3
NRE-667	Program Evaluation and Assessment	3
NRE-695	Nursing Education Capstone	4

ASN-MSN - Primary Care Nursing (Family Nurse Practitioner)

The Master of Science in Nursing degree with a major in Primary Care Nursing and a specialization in Family Nurse Practitioner prepares registered nurses as Family Nurse Practitioners (FNP). The focus of Primary Care is the interrelationship of theory, research, and evidence-based practice. Opportunities for development of critical thinking and clinical problem-solving skills are provided throughout the program. Graduates of the program are eligible to apply for family nurse practitioner certification by the appropriate credentialing body. (ASN required)

Upon completion of the program, the graduate should be able to:

- Provide primary care to diverse populations across the lifespan.
- Initiate an evidence-based approach to improve primary care practice.
- Collaborate with multiple professions to provide care for individuals, families, and communities with complex health needs.
- Integrate a Christian perspective in providing primary care.
- Influence healthcare policy, organization, and finance in primary care practice.

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; and/or
- Take the GRE

Criteria for regular admission are:

- An associate degree from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. The awarding school of nursing must have national nursing programmatic accreditation (CCNE, ACEN, CNEA). Applicants from a state board of nursing-approved school of nursing (diploma or proprietary school of nursing) who have passed the NCLEX-RN exam may apply for credit through the evaluation process. A maximum of 40 credit hours awarded may be counted toward the required 60. This applies only to students applying to the Nursing program.
- A grade point average of 3.0 on a 4.0 from the Associate Degree granting college or university.

OR

Criteria for conditional admission are:

- Applicants who do not meet the GPA listed in the criteria for regular admission and have at least a 2.75 cumulative undergraduate GPA from all previous studies may be conditionally admitted and allowed to take 9- credit hours of bachelors nursing courses to establish a GPA of 3.0 or higher.
 - Students who have earned a 3.0 GPA by the completion of 9-credit hours in bachelors nursing courses, will meet the criteria for regular admission.
 - An unsatisfactory grade (C- or lower in any NUR course) while conditionally admitted will result in administrative withdrawal from the program and denial of regular admission.
 - Students who do not earn a 3.0 GPA by the completion of 9-credit hours in bachelors nursing courses will be denied regular admission.
- Proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors, or a pastor who can evaluate the applicant's potential for success in a graduate program. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN programs.
- Original transcript from the degree granting institution.
- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Masters Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports

Program Requirements

Progression Policy:

- Successful completion of all undergraduate courses with a minimum grade of "C" and a cumulative GPA of at least 3.25
- Students matriculating to the Family Nurse Practitioner program must have at least 500 hours of RN direct patient contact and/or care for patients within the year prior to admission.
- Successful completion of all MSN GNUR core courses with a minimum grade of "C" and a cumulative GPA of at least 3.0.

- Successful completion of all major specific Family Nurse Practitioner courses, with a minimum grade of "B" and cumulative GPA of at least 3.0.
- Students must fulfill all requirements as stipulated by practicum sites. Students must be licensed in the state in which they are completing practicum course experiences.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any nursing program at IWU.
- Students who maintain continuous enrollment, make normal progress toward a degree, and earn their degree within a maximum of five years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.
- Family Nurse Practitioner students will be academically dismissed upon receipt of a second unsatisfactory grade.
- Students must maintain an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Integrated Health if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.

Clinical Compliance Documentation:

- Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Re-enrollment Policy for Primary Care Majors

Any Nurse Practitioner student who is out of class for more than six months must meet the following criteria to continue in the program:

- If a student is out of a nurse practitioner program for more than six months, the student must take and successfully achieve a passing score on the track specific competency exam(s) for advanced pharmacology, pathophysiology, and physical assessment.
- The Advanced Physical Assessment exam is only offered onsite. The student will be required to conduct a complete history and physical on a client, including written documentation.
- If the student does not pass the appropriate competency exam(s) with a passing score, s/he will be required to audit the pertinent course(s) and satisfactorily pass the appropriate competency exam(s) before being allowed to re-enroll in the Masters Nursing program.
- The student requesting to re-enroll is responsible to pay for each competency exam and course audit.

Graduation Requirements

Completion of this program awards the MSN degree. A BSN is not awarded.

To graduate, students must have completed the following:

- Completion of all undergraduate and MSN requirements for the specific program major.
- Met the minimum grade requirement for each course.
- Cumulative GPA of 3.00 or higher.
- Program must be completed within a maximum of five years from the date of enrollment.

- PYC students must complete a minimum of 700 hours of supervised practicum with no less than 645 patient encounters. Out of the total 645 encounters students must complete a minimum of 300 adult patient encounters, (40 of these related to women's health), and 150 Pediatric encounters.
- Payment of all tuition and fees is required to receive a diploma.

ASN-MSN - Primary Care Nursing (Family Nurse Practitioner) - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Undergraduate Courses

All undergraduate courses must be completed with a grade of "C" or higher.

NUR-320	Introduction to Baccalaureate Nursing	3
NUR-335	Foundations for Professional Practice	3
NUR-401	Transcultural Healthcare	2
NUR-450	Nursing From a Christian Worldview	2
NUR-415	Leadership and Management in Nursing	4
NUR-465	Population Health: Local, National, and Global Approaches	5

Core Courses

All core courses must be completed with a grade of "C" or higher.

GNUR-501	Evidence Based Communication	3
GNUR-525	Ethics and Health Policy	3
GNUR-510	Theoretical Foundations for Advanced Nursing Practice	2
GNUR-530	Utilization of Research for Evidence Based Practice	3
GNUR-529	Epidemiology & Care of Populations	3

Major Courses- Primary Care Nursing (Family Nurse Practitioner)

All major courses must be completed with a grade of "B" or higher.

PYC-513	Introduction to Professional Development for Advanced Practice in Primary Care Nursing	1
PYC-602	Professional Role Development for the Advanced Practice Nurse	2
PYC-614	Advanced Pathophysiology	4
PYC-612	Advanced Pharmacology	4
PYC-660	Advanced Health Assessment	6
PYC-681	Primary Care Across the Lifespan I	6
PYC-682	Primary Care Across the Lifespan II	6
PYC-683	Primary Care Across the Lifespan III	6

MSN - Health Systems Leadership

The Master of Science in Nursing - Health Systems Leadership major provides an academic experience that prepares students to be transformative nurse leaders and world-changers. This major is designed to develop healthcare system leaders who are ethical, effective, efficient, and innovative to meet the needs of the future of healthcare. These goals are accomplished by developing nurse scholars through an integrated experience of advanced intellectual challenge, collaboration, evidence-based professional growth, and hands-on, real-world experience. Graduates complete 520 practicum hours and are prepared to assume leadership roles within a variety of healthcare settings, nationally and globally.

Upon completion of the program, the graduate should be able to:

- Integrate knowledge of the art and science of leadership and nursing into the role of a nursing leader.

- Create an environment that fosters a person-centered approach to nursing leadership that values the well-being of one's self, staff, patients, families, and communities and establishes communication skills to enhance interprofessional relationships.
- Lead systems to enhance population health.
- Utilize scholarship and evidence to guide quality improvement principles in the leadership of nursing practice.
- Apply systems and complexity principles to lead nursing practice through the use of information and communication technology.

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

- Proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors or a pastor who can evaluate the applicant's potential for success in a graduate program. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN or doctoral programs.
- Original transcript from the undergraduate degree granting institution and institution where graduate courses have been taken.
- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Masters Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). Registered nurse applicants who have a non-nursing bachelor's degree and a minimum of ten years of recent experience in nursing practice may also be considered for admission by Portfolio. These candidates may submit a Portfolio which includes a current CV/resume, including evidence of accomplishments in nursing based on The Essentials of Baccalaureate Education for Professional Nursing Practice.
- Undergraduate grade-point average of 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

Or

- Graduate grade-point average of 3.0 on a 4.0 scale from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) where at least 9 credit were completed.

Criteria for conditional admission are:

Applicants who do not meet the GPA listed in the criteria for regular admission and have at least a 2.75 undergraduate GPA may be conditionally admitted and allowed to take 9- credit hours of masters nursing courses to establish a graduate GPA.

- Students who have earned a 3.0 GPA by the completion of 9-credit hours in master nursing courses, will meet the criteria for regular admission.
- An unsatisfactory grade (C- or lower in any GNUR course) while conditionally admitted will result in administrative withdrawal from the program and denial of regular admission.

- Students who do not earn a 3.0 GPA by the completion of 9-credit hours in master nursing courses will be denied regular admission.

Program Requirements

- All courses must be successfully completed in the sequence prescribed by the program's requirements. Failure to successfully complete a course will result in an administrative withdrawal from the program.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any Masters Nursing program at IWU.
- Students must meet all practicum agency requirements.
- MSN students may be required to provide health clearance and proof of immunization.
- Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the major program's maximum time from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.
- Students must maintain an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Integrated Health if the status of their RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained
- Students must meet all practicum agency requirements.

Clinical Compliance Documentation:

- Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Graduation Requirements

To graduate, students must meet the following requirements:

- Satisfactory completion of all core, major, and clinical requirements for the specific program.
- Minimum grade of "C" in each core (GNUR prefix) course and "B" in each major (HSL prefix) course.
- Cumulative GPA of 3.00.
- The MSN degree programs must be completed within a maximum of four years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

Health System Leadership - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All undergraduate courses must be completed with a grade of "C" or higher.

GNUR-501	Evidence Based Communication	3
GNUR-529	Epidemiology & Care of Populations	3
GNUR-529P	Epidemiology & Care of Populations Practicum	1
GNUR-532	Synthesis of Advanced Pharmacology, Physical Assessment,	4

GNUR-532P	and Pathophysiology Synthesis of Advanced Pharmacology, Physical Assessment, and Pathophysiology Practicum	1

Major Courses

All major courses must be completed with a grade of "B" or higher.

HSL-680	Transformative Leadership	4
HSL-680P	Transformative Leadership Practicum	1
HSL-682	Practice Leadership	4
HSL-682P	Practice Leadership Practicum	1
HSL-684	Collaborative Leadership	4
HSL-684P	Collaborative Leadership Practicum	1
HSL-686	Systems Leadership	4
HSL-686P	Systems Leadership Practicum	1
HSL-688P	Nursing Leadership Capstone Practicum	2

Subtotal: 34

MSN - Health Systems Leadership Post-MBA

The Master of Science in Nursing - Health Systems Leadership major, Post-MBA provides an academic experience that prepares students to be transformative nurse leaders and world-changers. This major is designed to develop healthcare system leaders who are ethical, effective, efficient, and innovative to meet the needs of the future of healthcare. These goals are accomplished by developing nurse scholars through an integrated experience of advanced intellectual challenge, collaboration, evidence-based professional growth, and hands-on, real-world experience. Graduates complete 520 practicum hours and are prepared to assume leadership roles within a variety of healthcare settings, nationally and globally.

Upon completion of the program, the graduate should be able to:

- Integrate knowledge of the art and science of leadership and nursing into the role of a nursing leader.
- Create an environment that fosters a person-centered approach to nursing leadership that values the well-being of one's self, staff, patients, families, and communities and establishes communication skills to enhance interprofessional relationships.
- Lead systems to enhance population health.
- Utilize scholarship and evidence to guide quality improvement principles in the leadership of nursing practice.
- Apply systems and complexity principles to lead nursing practice through the use of information and communication technology.

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

- Students who have met all masters nursing admission requirements and have received an MBA from a regionally accredited college or university are eligible for the post-MBA Health Systems Leadership program.
- Proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors or a pastor who can evaluate the applicant's potential for success in a graduate program. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN or doctoral programs.
- Original transcript from the undergraduate degree granting institution and institution where graduate courses have been taken.

- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Masters Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). Registered nurse applicants who have a non-nursing bachelor's degree and a minimum of ten years of recent experience in nursing practice may also be considered for admission by Portfolio. These candidates may submit a Portfolio which includes a current CV/resume, including evidence of accomplishments in nursing based on The Essentials of Baccalaureate Education for Professional Nursing Practice.
- Undergraduate grade-point average of 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

Or

- Graduate grade-point average of 3.0 on a 4.0 scale from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) where at least 9 credit were completed.

Criteria for conditional admission are:

Applicants who do not meet the GPA listed in the criteria for regular admission and have at least a 2.75 undergraduate GPA may be conditionally admitted and allowed to take 9- credit hours of masters nursing courses to establish a graduate GPA.

- Students who have earned a 3.0 GPA by the completion of 9-credit hours in master nursing courses, will meet the criteria for regular admission.
- An unsatisfactory grade (C- or lower in any GNUR course) while conditionally admitted will result in administrative withdrawal from the program and denial of regular admission.
- Students who do not earn a 3.0 GPA by the completion of 9-credit hours in master nursing courses will be denied regular admission.

Program Requirements

- All courses must be successfully completed.
- Failure to successfully complete a course will result in an administrative withdrawal from the program.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any Masters Nursing program at IWU.
- Students must meet all practicum agency requirements.
- MSN students may be required to provide health clearance and proof of immunization.
- Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the major program's maximum time from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.
- Students must maintain an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Integrated Health if the status of their RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.
- Students must meet all practicum agency requirements.

Clinical Compliance Documentation:

- Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Graduation Requirements

To graduate, students must meet the following requirements:

- Satisfactory completion of all core, major, and clinical requirements for the specific program.
- Minimum grade of "C" in each core (GNUR prefix) course and "B" in each major (HSL prefix) course.
- Cumulative GPA of 3.00.
- The MSN degree programs must be completed within a maximum of four years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

Health System Leadership Post-MBA - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All undergraduate courses must be completed with a grade of "C" or higher.

GNUR-501	Evidence Based Communication	3
GNUR-529	Epidemiology & Care of Populations	3
GNUR-529P	Epidemiology & Care of Populations Practicum	1
GNUR-532	Synthesis of Advanced Pharmacology, Physical Assessment, and Pathophysiology	4
GNUR-532P	Synthesis of Advanced Pharmacology, Physical Assessment, and Pathophysiology Practicum	1

Major Courses

All major courses must be completed with a grade of "B" or higher.

HSL-680	Transformative Leadership	4
HSL-680P	Transformative Leadership Practicum	1
HSL-682	Practice Leadership	4
HSL-682P	Practice Leadership Practicum	1
HSL-684P	Collaborative Leadership Practicum	1
HSL-686	Systems Leadership	4
HSL-686P	Systems Leadership Practicum	1
HSL-688P	Nursing Leadership Capstone Practicum	2

MSN - Nursing Education

The Nursing Education major is designed to provide a solid theoretical foundation in the art and principles of effective education. It includes a student teaching component as well as courses in curriculum design, adult education and program evaluation. Graduates will become part of the solution to the current nursing shortage as they take jobs in schools and divisions

of nursing. However, they will also be prepared to take on educational leadership positions within hospitals, communities and other areas where their skills are needed.

Upon completion of the program, students will be able to:

- Demonstrate successful integration of knowledge to function in the nurse educator role.
- Use an evidence based approach to guide professional practice as a nurse educator.
- Apply stewardship principles to resources in the educational environment.
- Evaluate nursing curricula for scope and effectiveness in preparing nurses to meet local and global needs.
- Apply a biblical worldview to academic decision making as a nurse educator.

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

- Proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors or a pastor who can evaluate the applicant's potential for success in a graduate program. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN or doctoral programs.
- Original transcript from the undergraduate degree granting institution and institution where graduate courses have been taken.
- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Masters Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview; and/or
- Take the GRE.

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) and national nursing programmatic accreditation (CCNE, ACEN, CNEA). Registered Nurse applicants who have a non-nursing bachelor's degree and a minimum of ten years of recent experience in nursing practice may also be considered for admission by Portfolio. These candidates may submit a Portfolio which includes a current CV/resume including evidence of accomplishments in nursing based on *The Essentials of Baccalaureate Education for Professional Nursing Practice*
- Undergraduate grade-point average of 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

Or

- Graduate grade-point average of 3.0 on a 4.0 scale from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) where at least 9 credit were completed.

Criteria for conditional admission are:

Applicants who do not meet the GPA listed in the criteria for regular admission and have at least a 2.75 undergraduate GPA may be conditionally admitted and allowed to take 9- credit hours of masters nursing courses to establish a graduate GPA.

- Students who have earned a 3.0 GPA by the completion of 9-credit hours in master nursing courses, will meet the criteria for regular admission.
- An unsatisfactory grade (C- or lower in any GNUR course) while conditionally admitted will result in administrative withdrawal from the program and denial of regular admission.
- Students who do not earn a 3.0 GPA by the completion of 9-credit hours in master nursing courses will be denied regular admission.

Program Requirements

- All courses must be successfully completed in the sequence prescribed by the program's requirements. Failure to successfully complete a course will result in an administrative withdrawal from the program.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any Masters Nursing program at IWU.
- Students must meet all practicum agency requirements.
- Nursing Education students may be required to provide health clearance and proof of immunization.
- Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the major program's maximum time from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.
- Students must maintain an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Integrated Health if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.
- Students must meet all practicum agency requirements.

Clinical Compliance Documentation:

- Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Graduation Requirements

To graduate, students must meet the following requirements:

- Satisfactory completion of all core, major, and clinical requirements for the specific program.
- Minimum grade of "C" in each core (GNUR prefix) course and "B" in each major course.
- Cumulative GPA of 3.0.
- The MSN degree programs must be completed within a maximum of four years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

Nursing Education - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All core courses must be completed with a grade of "C" or higher.

GNUR-501 Evidence Based Communication 3

GNUR-510	Theoretical Foundations for Advanced Nursing Practice	2
GNUR-525	Ethics and Health Policy	3
GNUR-529	Epidemiology & Care of Populations	3
GNUR-530	Utilization of Research for Evidence Based Practice	3

Major Courses

All major courses must be completed with a grade of "B" or higher.

NRE-513	Introduction to Professional Development for Advanced Practice in Nursing Education	1
PYC-614	Advanced Pathophysiology	4
PYC-612	Advanced Pharmacology	4
NRE-662	Advanced Health and Physical Assessment	3
NRE-664	Concepts of Leadership for Nurse Educators	2
NRE-663	Course Design and Development	3
NRE-665	Innovative Teaching Strategies	3
NRE-667	Program Evaluation and Assessment	3
NRE-695	Nursing Education Capstone	4

MSN - Primary Care Nursing (Family Nurse Practitioner)

The Master of Science in Nursing degree with a major in Primary Care Nursing and a specialization in Family Nurse Practitioner prepares registered nurses as Family Nurse Practitioners (FNP). The focus of Primary Care is the interrelationship of theory, research, and evidence-based practice. Opportunities for development of critical thinking and clinical problem-solving skills are provided throughout the program. Graduates of the program are eligible to apply for family nurse practitioner certification by the appropriate credentialing body.

The Primary Care Nursing (FNP) program at Indiana Wesleyan University is committed to transforming students to be world changers through an integrated experience of advanced intellectual challenge, evidence-based professional growth, and servant leadership development.

Upon completion of the program, students will be able to:

- Provide primary care to diverse populations across the lifespan.
- Initiate an evidence-based approach to improve primary care practice.
- Collaborate with multiple professions to provide care for individuals, families, and communities with complex health needs.
- Integrate a Christian perspective in providing primary care.
- Influence healthcare policy, organization, and finance in primary care practice.

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to interview and/or take the GRE.

- Proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors or a pastor who can evaluate the applicant's potential for success in a graduate program.

Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN or doctoral programs.

- Original transcript from the undergraduate degree granting institution and institution where graduate courses have been taken.
- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Masters Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports
- Students applying for admission to the Nurse Practitioner programs must have at least 500 hours of RN direct patient contact and/or care for patients within the year prior to admission.

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from a college or university accredited by an agency recognized by both the ED and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA). Registered Nurse applicants who have a non-nursing bachelor's degree and a minimum of ten years of recent experience in nursing practice may also be considered for admission by Portfolio. These candidates may submit a Portfolio which includes a current CV/resume including evidence of accomplishments in nursing based on *The Essentials of Baccalaureate Education for Professional Nursing Practice*
- Undergraduate grade-point average of 3.25 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

Or

- Graduate grade-point average of 3.0 on a 4.0 scale from a regionally accredited school at least nine credit were completed.

Criteria for conditional admission are:

Applicants who do not meet the GPA listed in the criteria for regular admission and have at least a 2.75 undergraduate GPA may be conditionally admitted and allowed to take 9- credit hours of masters nursing courses to establish a graduate GPA.

- Students who have earned a 3.0 GPA by the completion of 9-credit hours in master nursing courses, will meet the criteria for regular admission.
- An unsatisfactory grade (C- or lower in any GNUR course) while conditionally admitted will result in administrative withdrawal from the program and denial of regular admission.
- Students who do not earn a 3.0 GPA by the completion of 9-credit hours in master nursing courses will be denied regular admission.

Program Requirements

- All courses must be successfully completed in the sequence prescribed by the program's requirements. Failure to successfully complete a course will result in an administrative withdrawal from the program.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any Masters Nursing program at IWU.
- Students must meet all practicum agency requirements. Family Nurse Practitioner students must have health clearance and documentation of TB, Rubella, MMR, flu vaccine, and Hepatitis B and meet any other requirements of the practicum site before any client contact. A second criminal background check and drug screen (at the student's expense) will be required for all Nurse Practitioner students prior to the first practicum course. Progression in the program is dependent on the results of the reports.
- Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the major program's maximum time from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.
- Family Nurse Practitioner students will be academically dismissed upon receipt of a second unsatisfactory grade.

- Students must maintain an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Integrated Health if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.

Clinical Compliance Documentation:

- Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Re-enrollment policy for Primary Care Majors

Any Nurse Practitioner student who is out of class for more than six months must meet the following criteria to continue in the program:

- If a student is out of a nurse practitioner program for more than six months, the student must take and successfully achieve a passing score on the track specific competency exam(s) for advanced pharmacology, pathophysiology, and physical assessment.
- The Advanced Physical Assessment exam is only offered onsite. The student will be required to conduct a complete history and physical on a client, including written documentation.
- If the student does not pass the appropriate competency exam(s) with a passing score, s/he will be required to audit the pertinent course(s) and satisfactorily pass the appropriate competency exam(s) before being allowed to re-enroll in the Masters Nursing program.
- The student requesting to re-enroll is responsible to pay for each competency exam and course audit.

Graduation Requirements

To graduate, students must meet the following requirements:

- Satisfactory completion of all core, major, and clinical requirements for the specific program.
- Minimum grade of "C" in each core (GNUR prefix) course and "B" in each major (PYC prefix) course.
- Cumulative GPA of 3.0.
- The MSN degree programs must be completed within a maximum of four years from the date of enrollment.
- PYC students must complete a minimum of 700 hours of supervised practicum with no less than 700 patient encounters. Out of the total 700 encounters students must complete a minimum of 300 adult patient encounters, (40 of these related to women's health), and 150 Pediatric encounters.
- Payment of all tuition and fees is required to receive a diploma.

Primary Care Nursing (Family Nurse Practitioner) - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All core courses must be completed with a grade of "C" or higher.

GNUR-501	Evidence Based Communication	3
GNUR-525	Ethics and Health Policy	3
GNUR-510	Theoretical Foundations for Advanced Nursing Practice	2
GNUR-530	Utilization of Research for Evidence	3

	Based Practice	
GNUR-529	Epidemiology & Care of Populations	3

Major Courses

All major courses must be completed with a grade of "B" or higher.

PYC-513	Introduction to Professional Development for Advanced Practice in Primary Care Nursing	1
PYC-602	Professional Role Development for the Advanced Practice Nurse	2
PYC-614	Advanced Pathophysiology	4
PYC-612	Advanced Pharmacology	4
PYC-660	Advanced Health Assessment	6
PYC-681	Primary Care Across the Lifespan I	6
PYC-682	Primary Care Across the Lifespan II	6
PYC-683	Primary Care Across the Lifespan III	6

MSN - Primary Care Nursing (Psychiatric Mental Health Nurse Practitioner)

The Master of Science in Nursing (MSN) degree with a major in Primary Care Nursing and a specialization in Psychiatric Mental Health Nurse Practitioner at Indiana Wesleyan University, School of Integrated Health, prepares registered nurses as Psychiatric Mental Health Nurse Practitioners (PMHNP) for independent and interprofessional clinical practice to treat psychiatric mental health conditions of people across the lifespan. Students learn decision making and direct accountability for diagnosing and treating individuals with psychiatric mental health and co-occurring medical conditions. Students accrue a minimum of 525 practicum hours, and attend an onsite course in advanced health assessment and two intensives. Those who earn this MSN degree are eligible to test for certification as a Psychiatric Mental Health Nurse Practitioner through the American Nurses Credentialing Center (ANCC).

Upon completion of this program, students should be able to:

- Provide care for diverse populations with psychiatric mental health needs.
- Treat individuals with psychiatric mental health conditions across the lifespan.
- Collaborate with interprofessional healthcare teams and community organizations to provide care for individuals with multiple health needs.
- Serve as an advocate for vulnerable populations with psychiatric mental health conditions.
- Address the spiritual needs of the psychiatric mental health patient/client.

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to interview and/or take the GRE.

- Proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors or a pastor who can evaluate the applicant's potential for success in a graduate program. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN or doctoral programs.
- Original transcript from the undergraduate degree granting institution and institution where graduate courses have been taken.

- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Masters Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports
- Students applying for admission to the Nurse Practitioner programs must have at least 500 hours of RN direct patient contact and/or care for patients within the year prior to admission.

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from a college or university accredited by an agency recognized by both the ED and CHEA and national nursing programmatic accreditation (CCNE, ACEN, CNEA). Registered Nurse applicants who have a non-nursing bachelor's degree and a minimum of ten years of recent experience in nursing practice may also be considered for admission by Portfolio. These candidates may submit a Portfolio which includes a current CV/resume including evidence of accomplishments in nursing based on *The Essentials of Baccalaureate Education for Professional Nursing Practice*
- Undergraduate grade-point average of 3.25 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

Or

- Graduate grade-point average of 3.0 on a 4.0 scale from a regionally accredited school at least nine credit were completed.

Criteria for conditional admission are:

Applicants who do not meet the GPA listed in the criteria for regular admission and have at least a 2.75 undergraduate GPA may be conditionally admitted and allowed to take 9- credit hours of masters nursing courses to establish a graduate GPA.

- Students who have earned a 3.0 GPA by the completion of 9-credit hours in master nursing courses, will meet the criteria for regular admission.
- An unsatisfactory grade (C- or lower in any GNUR course) while conditionally admitted will result in administrative withdrawal from the program and denial of regular admission.
- Students who do not earn a 3.0 GPA by the completion of 9-credit hours in master nursing courses will be denied regular admission.

Program Requirements

- All courses must be successfully completed in the sequence prescribed by the program's requirements. Failure to successfully complete a course will result in an administrative withdrawal from the program.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any Masters Nursing program at IWU.
- Students must meet all practicum agency requirements. Psychiatric Mental Health Nurse Practitioner students must have health clearance and documentation of TB, Rubella, MMR, flu vaccine, and Hepatitis B and meet any other requirements of the practicum site before any client contact. A second criminal background check and drug screen (at the student's expense) will be required for all Nurse Practitioner students prior to the first practicum course. Progression in the program is dependent on the results of the reports.
- Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the major program's maximum time from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.
- Psychiatric Mental Health Nurse Practitioner students will be academically dismissed upon receipt of a second unsatisfactory grade.
- Students must maintain an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Integrated Health if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.

Clinical Compliance Documentation:

- Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Re-enrollment Policy for Primary Care Majors

Any Nurse Practitioner student who is out of class for more than six months must meet the following criteria to continue in the program:

- If a student is out of a nurse practitioner program for more than six months, the student must take and successfully achieve a passing score on the track specific competency exam(s) for advanced pharmacology, pathophysiology, and physical assessment.
- The Advanced Physical Assessment exam is only offered onsite. The student will be required to conduct a complete history and physical on a client, including written documentation.
- If the student does not pass the appropriate competency exam(s) with a passing score, s/he will be required to audit the pertinent course(s) and satisfactorily pass the appropriate competency exam(s) before being allowed to re-enroll in the Masters Nursing program.
- The student requesting to re-enroll is responsible to pay for each competency exam and course audit.

Graduation Requirements

To graduate, students must meet the following requirements:

- Satisfactory completion of all core, major, and clinical requirements for the specific program.
- Minimum grade of "C" in each core (GNUR prefix) course and "B" in each major course.
- Cumulative GPA of 3.00.
- The MSN degree programs must be completed within a maximum of four years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

Primary Care Nursing (Psychiatric Mental Health Nurse Practitioner) - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Core Courses

All undergraduate courses must be completed with a grade of "C" or higher.

GNUR-501	Evidence Based Communication	3
GNUR-510	Theoretical Foundations for Advanced Nursing Practice	2
GNUR-525	Ethics and Health Policy	3
GNUR-529	Epidemiology & Care of Populations	3
GNUR-530	Utilization of Research for Evidence Based Practice	3

Major Courses

All major courses must be completed with a grade of "B" or higher.

PMHN-513	Introduction to Interprofessional Practice for the Psychiatric Mental Health Nurse Practitioner	1
PYC-602	Professional Role Development for	2

	the Advanced Practice Nurse	
PYC-614	Advanced Pathophysiology	4
PYC-612	Advanced Pharmacology	4
PMHN-620	Neuro-Psychopharmacology	2
PMHN-652	Advanced Health Status Assessment for the Psychiatric Mental Health Nurse Practitioner	4
PMHN-622	Diagnostic Reasoning	2
PMHN-630	Psychotherapeutic Modalities Across the Lifespan I	5
PMHN-640	Psychotherapeutic Modalities Across the Lifespan II	5
PMHN-650	Psychotherapeutic Modalities Across the Lifespan III	5
PMHN-693	Interprofessional Development for the Psychiatric Mental Health Nurse Practitioner	1

MSN/MBA - Dual Degree (Health Systems Leadership/Business Administration)

The MSN/MBA is a dual degree resulting in Master of Science in Nursing (with a major in Health Systems Leadership) and a Master of Business Administration. This degree is designed to meet the worldwide need for principle centered nursing leaders with strong fiscal knowledge and skill. The 60-credit hours include 30 credits from Nursing and 30 credits from Business.

This major is designed to develop transformational leaders with strong fiscal knowledge and skill who are effective stewards of health care resources. This is accomplished by developing students through an integrated experience of advanced intellectual challenge, evidence-based professional growth, and maturation of servant leadership. Graduates complete 520 practicum hours and are prepared to assume leadership roles within a variety of healthcare settings.

Upon completion of the program, the graduate should be able to:

- Integrate knowledge of the art and science of leadership and nursing into the role of a nursing leader.
- Create an environment that fosters a person-centered approach to nursing leadership that values the well-being of one's self, staff, patients, families, and communities and establishes communication skills to enhance interprofessional relationships.
- Lead systems to enhance population health.
- Utilize scholarship and evidence to guide quality improvement principles in the leadership of nursing practice.
- Apply systems and complexity principles to lead nursing practice through the use of information and communication technology.

Admission Requirements

Admission to all Masters Nursing majors begins with submission of required application forms, letters of recommendation, and official transcripts of previous college and university studies. Acceptance into any Masters Nursing program will remain valid for a period of 18 months.

- Proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- All applicants must provide three letters of professional reference. References should be from faculty members, professional colleagues, work supervisors or a pastor who can evaluate the applicant's potential for success in a graduate program. Recommendations from family members are NOT appropriate. These letters should be solicited from professionals who can address the applicant's qualifications for the MSN or doctoral programs.
- Original transcript from the undergraduate degree granting institution and institution where graduate courses have been taken.
- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Masters Nursing program. A criminal background check must be completed within six weeks following the start of the

program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports

To assist in the decision-making process, the Division of Masters Nursing reserves the right to require the applicant to:

- Interview

Criteria for regular admission are:

- B.S.N. or B.S. degree with a major in nursing from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). Registered Nurse applicants who have a non-nursing bachelor's degree and a minimum of ten years of recent experience in nursing practice may also be considered for admission by Portfolio. These candidates may submit a Portfolio which includes a current CV/resume including evidence of accomplishments in nursing based on The Essentials of Baccalaureate Education for Professional Nursing Practice.
- Undergraduate grade-point average of 3.0 on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

Or

- Graduate grade-point average of 3.0 on a 4.0 scale from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) where at least 9 credit were completed.

Criteria for conditional admission are:

Applicants who do not meet the GPA listed in the criteria for regular admission and have at least a 2.75 undergraduate GPA may be conditionally admitted and allowed to take 9- credit hours of masters nursing courses to establish a graduate GPA.

- Students who have earned a grade point average of 3.0 GPA by the completion of 9-credit hours in master nursing courses, will meet the criteria for regular admission.
- An unsatisfactory grade (C- or lower in any GNUR course) while conditionally admitted will result in administrative withdrawal from the program and denial of regular admission.
- Students who do not earn a grade point average of 3.0 GPA by the completion of 9-credit hours in master nursing courses will be denied regular admission.

Program Requirements

- All courses must be successfully completed. Failure to successfully complete any Nursing course will result in an administrative withdrawal from the program.
- Any student found to have falsified clinical/practicum hours will be immediately dismissed and not allowed to re-enter any masters nursing program at IWU.
- Students must meet all practicum agency requirements.
- Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the major program's maximum time from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.
- Students must maintain an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Integrated Health if the status of their RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.

Clinical Compliance Documentation:

- Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually)

or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.

- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Graduation Requirements

To graduate, students must meet the following requirements:

- All Business courses must be completed with a grade of "C" or higher.
- All GNUR courses must be completed with a grade of "C" or higher.
- All HSL courses must be completed with a grade of "B" or higher.
- Cumulative GPA of 3.0.
- The dual MSN/MBA degree program must be completed within a maximum of five years from the date of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

Dual Degree (MSN/MBA) - Program of Study

All courses must be completed with a satisfactory grade in order to continue in the program.

Health Systems Leadership Courses

All GNUR courses must be completed with a grade of "C" or higher. All HSL courses must be completed with a grade of "B" or higher.

GNUR-501	Evidence Based Communication	3
GNUR-529	Epidemiology & Care of Populations	3
GNUR-529P	Epidemiology & Care of Populations Practicum	1
GNUR-532	Synthesis of Advanced Pharmacology, Physical Assessment, and Pathophysiology	4
GNUR-532P	Synthesis of Advanced Pharmacology, Physical Assessment, and Pathophysiology Practicum	1
HSL-680	Transformative Leadership	4
HSL-680P	Transformative Leadership Practicum	1
HSL-682	Practice Leadership	4
HSL-682P	Practice Leadership Practicum	1
HSL-684P	Collaborative Leadership Practicum	1
HSL-686	Systems Leadership	4
HSL-686P	Systems Leadership Practicum	1
HSL-688P	Nursing Leadership Capstone Practicum	2

Business Administration Courses

All Business courses must be completed with a grade of "C" or higher.

MGMT-501	Foundations of Graduate Business	3
STAT-535	Statistics for Business Decision- Making	3
HCAD-513	Healthcare Principles and Policies	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
MGMT-532	Leadership and Organizational	3

	Change	
FINC-510	Financial Reporting and Analysis	3
ECON-510	Economic Analysis for Managers	3
ACCT-510	Managerial Accounting	3
MKTG-530	Marketing Management	3

Doctoral Degree Programs

Doctorate of Nursing Practice graduates are prepared to lead healthcare organizational and nursing practice at the highest level.

Graduates of DNP programs will be able to:

- Apply principles of organizational leadership for evidence based quality improvement and systems thinking.
- Influence healthcare practice at local, state, and/or federal levels.
- Integrate character, scholarship, and leadership principles into the doctoral level of nursing practice.
- Apply principles and attitudes of cultural competence to advanced global nursing leadership.
- The Doctor of Nursing Practice program at Indiana Wesleyan University is accredited by the Commission on Collegiate Nursing Education (<http://www.ccnaccreditation.org>).

Programs Offered - Doctoral Nursing

Doctoral Degrees

BSN to DNP - Doctor of Nursing Practice - FNP Specialization

The Post-Baccalaureate Doctor of Nursing Practice program prepares nurses with a baccalaureate degree in nursing (BS or BSN) to achieve a doctoral degree. The program is designed to equip advanced practice nurses (APRNs) to practice at the highest level of leadership, scholarship, and character to be world changers in global healthcare systems. The focus of primary care is the interrelationship of theory, research, and evidence-based practice. Graduates of the program are eligible to apply for family nurse practitioner certification by the appropriate credentialing body.

The Doctor of Nursing Practice program with the specialization of Family Nurse Practitioner will prepare graduates to:

- Synthesize contemporary issues in relation to organizations.
- Apply an evidence-based approach in advanced practice across the lifespan.
- Collaborate with interprofessional teams to improve health outcomes in individuals, families, and diverse populations.
- Synthesize principles of leadership in the evaluation and resolution of ethical and legal issues within healthcare systems.
- Integrate character, scholarship, and leadership in advanced nursing practice.
- Develop an innovative approach to evidence-based practice.
- Provide culturally relevant health care from a biblical perspective.

Admission Requirements

Applicants are required to meet the following criteria in order to be considered for admission:

Application:

- Submission of the Indiana Wesleyan University (IWU) Doctoral Nursing application for the Bachelor to DNP - FNP program.
- **International/Non-English Speaking Students** - Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:

- Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
- International English Language Testing System (IELTS). For graduate students a score of at least 6.5 is required for regular academic admission.

Academic Requirements:

- Submission of transcript for a completed baccalaureate degree in nursing from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) and national nursing programmatic accreditation (CCNE, ACEN, CNEA).
- Undergraduate GPA of 3.25 based on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours were completed.
- GPA for conditional admission:
 - Applicants who do not meet the GPA listed in the criteria for regular admission and have at least a 3.0 undergraduate GPA if applying to the bachelor to DNP or graduate GPA if applying to the DNP may be conditionally admitted and allowed to take 9- credit hours of doctoral nursing courses to establish a graduate GPA.
 - Students who have earned a 3.0 GPA by the completion of 9-credit hours in doctoral nursing courses, will meet the criteria for regular admission.
 - An unsatisfactory grade (B- or lower in any DNP course) while conditionally admitted will result in administrative withdrawal from the program and denial of regular admission.
 - Students who do not earn a 3.0 GPA by the completion of 9-credit hours in doctoral nursing courses will be denied regular admission.

Professional Requirements:

- Submission of current unencumbered RN license. Proof that all nursing licenses – whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- Submission of resume/curriculum vitae.
- Submission of a 2-3 page narrative describing practice experience and professional goals.
- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Doctoral Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports.

General Information Regarding Admission:

- The Doctoral Nursing department may request letters of recommendation and an interview with an applicant once all the admission criteria listed above have been met.
- The number of applicants admitted to the Bachelor to DNP - FNP program will be limited. Meeting the minimum admission criteria does not ensure that an applicant will be admitted to the program.
- Proficiency in Microsoft Word, Excel, and Power Point is expected.
- Once an application for the Bachelor to DNP - FNP program has been submitted, it will remain valid for 12 months.

Program Requirements

Transfer Credits

Students may transfer up to nine hours of post-baccalaureate credit from a regionally accredited college or university provided that:

- The course is clearly comparable to one of the BDNP course offerings based on course description and learning outcomes.

- The course is at the 500 or higher numbering system (600 or higher for any doctoral level courses) and was not part of the baccalaureate degree requirements.
- A grade of “B” or higher was earned in the course.
- The course was completed within the past five years.
- The course reflects current knowledge and best practice.
- The course reflects higher order thinking, study, and assessment requirements of the scholarship of discovery.
- Courses containing practicum requirements may not be met by transfer course (NP practicum courses, graduate level health assessment, graduate level healthcare policy, cultural healthcare and all DNP project courses). All DNP project work must be original and accomplished exclusively during IWU DNP enrollment.

Attendance Policy

The doctoral program is a blend of onsite residencies, onsite workshops, and interactive online workshops. Students are required to attend all onsite residencies and substantively engage in all interactive, online and prescribed learning activities.

- Residency Attendance - Three residencies are held on the Marion campus during the program. Residency dates will be posted in advance. Attendance at all residency sessions is mandatory. Transportation to and from campus is at the student’s expense.
- Nurse Practitioner Practicum Courses Attendance - The Nurse Practitioner Practicum courses combine onsite and online workshops within a single course. Students enrolled in these courses are held to a more stringent attendance standard due to the nature of the knowledge presented and its relevance to safe advanced nursing practice. Missing more than one onsite or online workshop during a practicum course will result in a grade of “F” for the course.
- Online Attendance - Attendance is determined by activity during a workshop, either through discussions or assignments. A student is reported absent for a workshop if there is not at least one submission (or posting of an assignment or in a discussion forum assigned during that workshop. A student may be allowed one online absence per course.
 - Excessive Absences - If a student exceeds the allowed absences and does not contact the Office of Student & Faculty Support Services to officially withdraw before the first day of the last workshop, the professor is directed to issue the grade of “F” and the student will be withdrawn from the program.
 - Leave of Absence - Students are expected to take courses in the predetermined sequence. Students who are unable to participate in a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student & Faculty Support Services prior to the beginning of the course and/or block. Students who withdraw while in a course may do so with permission of the Associate Director of Doctoral Programs or designated academic leader and by arrangement with the Office of Student & Faculty Support Services prior to the start of the first day of the last workshop of the course, but the regular refund and academic withdrawal policies apply.

Residency

Residency for the Bachelor to DNP - FNP program is satisfied by attending three onsite residencies. Students are expected to be in attendance throughout the residency and are not allowed an absence from required workshops, events, or class sessions that are scheduled during the residency. If a student does need to withdraw from a residency, and the withdrawal date is after fees have been spent, residency fees are non-refundable. Business casual is the expected attire. Students are expected to follow the community lifestyle statement of the university while on campus. This includes refraining from the use of alcohol, tobacco, illegal drugs, use of firearms, and unethical or illegal activities.

Progression Requirements

- All courses must be successfully completed in the sequence prescribed by the program's requirements. Failure to successfully complete a course will result in an administrative withdrawal from the program.
- Each course must be satisfactorily completed with a grade of “B” or above before progressing into the next course.
- Doctoral Nursing Students will be academically dismissed upon receipt of a second unsatisfactory grade.
- Students must maintain an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multiple state licenses, all must be unencumbered. It is the student’s responsibility to notify the School of Integrated Health if the status of

his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.

- A transcultural healthcare experience is required.
- Any student found to have falsified practicum hours will be immediately dismissed and not allowed to re-enter any graduate nursing program at IWU.
- Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the major program's maximum time from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.

Clinical Compliance Documentation

- Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Reenrollment

A student who wishes to re-enroll in the Bachelor to DNP - FNP program must first contact the appropriate advisor to complete a Request for Re-enrollment form and forward to the designated academic leader for approval. Following approval, the student may re-enroll in the program through the Office of Student & Faculty Support Services and will agree to follow the prescribed plan of study. Students sitting out of a core program for more than 90 days are subject to current tuition rates upon returning. Students re-entering after six months are subject to any changes made in curriculum in the intervening time as well as current catalog policy.

A student may re-enroll in the Doctoral Nursing a maximum of two times without an appeal. A request for a third re-enrollment must be accompanied by a petition to the Program Leader. Re-enrollment will be dependent upon the decision of the Program Leader or the School of Integrated Health Student Life Council if the Program Leader determines a higher level of appeal is required.

Re-enrollment Policy for Nurse Practitioner Specialization

Any Nurse Practitioner student who is out of class for more than six months must meet the following criteria to continue in the program:

- If a student is out of a nurse practitioner specialization for more than six months, the student must take and achieve an 87% on the track specific competency exam(s) for advanced pharmacology, pathophysiology, and physical assessment.
- The Advanced Physical Assessment exam is only offered onsite. The student will be required to conduct a complete history and physical on a client, including written documentation.
- If the student does not pass the appropriate competency exam(s) with a minimum score of 87%, s/he will be required to audit the pertinent course(s) and satisfactorily pass the appropriate competency exam(s) before being allowed to re-enroll in the graduate nursing program.
- The student requesting re-enrollment is responsible for payment of each competency exam and course audit.

Satisfactory Academic Progress

Students enrolled in the Bachelor to DNP - FNP program are regarded as members of the academic community of Indiana Wesleyan University. Students are responsible for conforming to the standards of conduct for adult learners. Continued enrollment in the program is subject at all times to review of the student's academic record and actions with regard to observance of university policies and regulations. Policies and regulations can be found in the *DNP Student Handbook (located within each course)*.

Incomplete Grades - Students are expected to complete the course requirements by the last day of the final workshop. There may be instances when crisis circumstances or events prevent the student from completing requirements in a timely manner. In these rare situations, a grade of "I" (incomplete) may be issued after completing the following process:

- The student must request an "I" from the instructor via email.
- The instructor must obtain approval via email from the program leader.
- The student must have completed at least 75% of the course.

A grade of "incomplete" may be granted only for extenuating circumstances. The length of time a student has to complete and submit the requirements to the faculty is determined by the faculty member for the course and may not exceed 10 weeks. If, at the end of the extension, the student has failed to complete the course requirements, the faculty will enter the grade the student earned. An incomplete cannot be issued if the student fails to meet the attendance requirements.

Probationary Status - Students enrolled in the Bachelor to DNP - FNP program will be placed on probation if their GPA falls below 3.25.

Students are given the opportunity to satisfactorily raise their GPA by the completion of two consecutive courses or six consecutive credit hours, whichever is greater. The GPA is reviewed after the set time frame, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses or six consecutive credit hours, whichever is greater.
- A student with more than one incomplete on record is subject to academic suspension.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the School of Integrated Health.

Academic Dismissal

- Upon a second academic suspension in the same program, students are not eligible to reapply to Indiana Wesleyan University.
- Upon a second unsatisfactory grade, students will be academically dismissed and ineligible to reapply for admission into the DNP program.
- Students dismissed due to academic dishonesty are ineligible for readmission to the program.
- Students who fail to complete the program within six years will be administratively withdrawn.

Practicum Hours

A minimum of 1000 graduate level practicum hours are required to be eligible for graduation. Practicum hours will be a culmination of practicum hours completed during the Bachelor to DNP - FNP.

Practicum hours may be accrued by completion of work or projects as approved by the course faculty or designated academic leader. Further explanation of practicum hours can be found in the DNP Project Manual and NP Clinical Guidelines.

Degree Completion Limits

The Bachelor to DNP - FNP program is designed as a lock-step curriculum to be completed in approximately 51 months. Students who do not maintain continuous enrollment will be required to reenroll (as space is available), meet all catalog requirements, DNP Scholarly Project Manual changes, NP Clinical Guideline changes, and incur any changes in program charge or cost. Any exceptions to this policy must be requested in writing to the Program Leader or designated academic leader.

DNP Project Continuation

Doctoral students who do not complete the DNP Scholarly Project by the end of program course work, will be required to enroll in a one-hour DNP Scholarly Project Continuation course continuously until the DNP Scholarly Project is successfully defended. Students will pay the one-credit-hour course tuition, \$500 additional DNP Scholarly Project Advisor fee, and any other required fees to maintain continuous enrollment. Each continuation course will be ten weeks in length. The maximum number of continuation courses will be seven.

Student Professional Performance Policy

Students are expected to maintain the ethical standards of practice established by American Nurses Association (ANA) Code of Ethics for Nurses with Interpretive Statements. Students whose professional performance affects their ability to be licensed as a registered nurse or advanced practice registered nurse, and/or who do not meet the ethical standards established by ANA, may be recommended for a Performance Improvement Plan (PIP) or other sanction up to and including dismissal from the School of Integrated Health. It is the responsibility of each student to be aware of policies regulating academic and professional conduct found in the IWU Catalog, student handbooks, and clinical guidelines, possible sanctions, and the appeals process.

Progressive discipline: The School of Integrated Health promotes a policy of progressive or corrective discipline; however, serious infractions may warrant immediate removal from clinical or academics setting, imposition of a written reprimand, suspension, or dismissal. Performance concerns may include, but are not limited to the following:

- Fails to meet generally accepted standards of patient safety, professional conduct, personal integrity, or emotional stability required for professional practice;
- Fails to demonstrate the effective interpersonal skills necessary to perform professional helping relationships;
- Fails to adhere to the ANA Code of Ethics;
- Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a registered nurse (RN) or advanced practice registered nurse (APRN); or
- Displays inappropriate or disruptive behavior toward clients, other students, faculty, or staff, which interferes with professional judgment or jeopardizes the best interest of those to whom the student has a professional responsibility.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

- All credits required in the program with a minimum GPA of 3.25.
- No grade less than a "B" in any given course.
- Fulfillment of at least 1000 practicum hours.
- Successful completion, defense, and submission of the DNP Scholarly Project.
- Degree requirements must be completed within 78 months of matriculation.
- Payment of all tuition and fees is required to receive a diploma.

BSN-DNP - Doctor of Nursing Practice - FNP Specialization

BSN to DNP - FNP Specialization Program of Study

Core Courses

All courses must be completed with a satisfactory grade in order to continue in the program.

DNP-780	Scholarly Writing	3
DNP-710	Science of Nursing	3
DNP-820	Advanced Healthcare Policy	3
DNP-870	Critical Inquiry and Data Management	3
DNP-750	Information Management	3
DNP-715	Systems and Organizational Leadership	3
DNP-795	Evidence-Based Project Planning	3
DNP-810	Scholarly Project I	4
DNP-811	Scholarly Project II	1
DNP-812	Scholarly Project III	4
DNP-835	Healthcare Across Cultures	3
DNP-740	Epidemiology and Population Health	3

FNP Specialization Courses

All courses must be completed with a satisfactory grade in order to continue in the program.

DNP-702	Professional Role Development for the Advanced Practice Nurse	2
DNP-712	Advanced Pharmacology	4
DNP-714	Advanced Pathophysiology	4
DNP-760	Advanced Health Assessment	6
DNP-781	Primary Care Across the Lifespan I	6
DNP-782	Primary Care Across the Lifespan II	6
DNP-783	Primary Care Across the Lifespan III	6

BSN to DNP - Doctor of Nursing Practice - PMHNP Specialization

The Post-Baccalaureate Doctor of Nursing Practice Psychiatric Mental Health NP program prepares nurses with a baccalaureate degree in nursing (BS or BSN) to achieve a doctoral degree. The program is designed to prepare nurses for advanced practice (APRN) in the mental health field at the highest level of leadership, scholarship, and character. The focus of the program is the interrelationship of theory, research, and evidence-based psychiatric mental health practice. Graduates of the program are eligible to take the PMH nurse practitioner certification exam from the appropriate credentialing body.

The Doctor of Nursing Practice program with the Psychiatric Mental Health specialization will prepare graduates to:

- Apply principles of organizational leadership for evidence based quality improvement in Psychiatric Mental Health systems.
- Serve as an advocate for vulnerable psychiatric populations.
- Influence psychiatric health care policy at local, state, and/or federal levels.
- Integrate organizational, client-centered, and culturally appropriate concepts into the planning, delivery, management, and evaluation of services to psychiatric populations.

Admission Requirements

Applicants are required to meet the following criteria in order to be considered for admission:

Application:

- Submission of the Indiana Wesleyan University (IWU) Doctoral Nursing application for the Bachelor to DNP - PMHNP program.
- **International/Non-English Speaking Students** - Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:
 - Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
 - International English Language Testing System (IELTS). For graduate students a score of at least 6.5 is required for regular academic admission.

Academic Requirements:

- Submission of transcript for a completed baccalaureate degree in nursing from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) and national nursing programmatic accreditation (CCNE, ACEN, CNEA).
- Official transcripts from all post-high school educational experiences.
- Undergraduate GPA of 3.25 based on a 4.0 scale from the baccalaureate degree granting institution at which at least a minimum of 30 hours were completed.
- GPA for conditional admission:

- Applicants who do not meet the GPA listed in the criteria for regular admission and have at least a 3.0 undergraduate GPA if applying to the bachelor to DNP or graduate GPA if applying to the DNP may be conditionally admitted and allowed to take 9- credit hours of doctoral nursing courses to establish a graduate GPA.
- Students who have earned a 3.0 GPA by the completion of 9-credit hours in doctoral nursing courses, will meet the criteria for regular admission.
- An unsatisfactory grade (B- or lower in any DNP course) while conditionally admitted will result in administrative withdrawal from the program and denial of regular admission.
- Students who do not earn a 3.0 GPA by the completion of 9-credit hours in doctoral nursing courses will be denied regular admission.

Professional Requirements:

- Submission of current unencumbered RN license. Proof that all nursing licenses –whether current or inactive – are unencumbered. Potential students with encumbered nursing licenses will not be considered eligible for enrollment at Indiana Wesleyan University.
- Submission of resume/curriculum vitae.
- Submission of a 2-3 page narrative describing practice experience and professional goals.
- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Doctoral Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports.

General Information Regarding Admission:

- The Doctoral Nursing department may request letters of recommendation and an interview with an applicant once all the admission criteria listed above have been met.
- The number of applicants admitted to the Bachelor to DNP - PMHNP program will be limited. Meeting the minimum admission criteria does not ensure that an applicant will be admitted to the program.
- Proficiency in Microsoft Word, Excel, and Power Point is expected.
- Once an application for the Bachelor to DNP - PMHNP program has been submitted, it will remain valid for 12 months.

Program Requirements

Transfer Credits

Students may transfer up to nine hours of post-baccalaureate credit from a regionally accredited college or university provided that:

- The course is clearly comparable to one of the Bachelor to DNP - PMHNP course offerings based on course description and learning outcomes.
- The course is at the 500 or higher numbering system (600 or higher for any doctoral level courses) and was not part of the baccalaureate degree requirements.
- A grade of “B” or higher was earned in the course.
- The course was completed within the past five years.
- The course reflects current knowledge and best practice.
- The course reflects higher order thinking, study, and assessment requirements of the scholarship of discovery.
- Courses containing practicum requirements may not be met by transfer course (NP practicum courses, graduate level health assessment, graduate level healthcare policy, cultural healthcare and all DNP project courses). All DNP project work must be original and accomplished exclusively during IWU DNP enrollment.

Attendance Policy

The doctoral program is a blend of onsite residencies, onsite workshops, and interactive online workshops. Students are required to attend all onsite residencies and substantively engage in all interactive, online and prescribed learning activities.

- **Residency Attendance** - Three residencies are held on the Marion campus during the program. Residency dates will be posted in advance. Attendance at all residency sessions is mandatory. Transportation to and from campus is at the student's expense.
- **Nurse Practitioner Practicum Courses Attendance** - The Nurse Practitioner Practicum courses combine onsite and online workshops within a single course. Students enrolled in these courses are held to a more stringent attendance standard due to the nature of the knowledge presented and its relevance to safe advanced nursing practice. Missing more than one onsite or online workshop during a practicum course will result in a grade of "F" for the course.
- **Online Attendance** - Attendance is determined by activity during a workshop, either through discussions or assignments. A student is reported absent for a workshop if there is not at least one submission (or posting of an assignment or in a discussion forum assigned during that workshop. A student may be allowed one online absence per course.
- **Excessive Absences** - If a student exceeds the allowed absences and does not contact the Office of Student & Faculty Support Services to officially withdraw before the first day of the last workshop, the professor is directed to issue the grade of "F" and the student will be withdrawn from the program.
- **Leave of Absence** - Students are expected to take courses in the predetermined sequence. Students who are unable to participate in a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student & Faculty Support Services prior to the beginning of the course and/or block. Students who withdraw while in a course may do so with permission of the Associate Director of Doctoral Programs or designated academic leader and by arrangement with the Office of Student & Faculty Support Services prior to the start of the first day of the last workshop of the course, but the regular refund and academic withdrawal policies apply.

Residency

Residency for the doctoral program is satisfied by attending three onsite residencies. Students are expected to be in attendance throughout the residency and are not allowed an absence from required workshops, events, or class sessions that are scheduled during the residency. If a student does need to withdraw from a residency, and the withdrawal date is less than 10 days from the start date of the residency, residency fees are non-refundable. Business casual is the expected attire. Students are expected to follow the community lifestyle statement of the university while on campus. This includes refraining from the use of alcohol, tobacco, illegal drugs, use of firearms, and unethical or illegal activities.

Progression Requirements

- All courses must be successfully completed in the sequence prescribed by the program's requirements. Failure to successfully complete a course will result in an administrative withdrawal from the program.
- Each course must be satisfactorily completed with a grade of "B" or above before progressing into the next course.
- Doctoral Nursing Students will be academically dismissed upon receipt of a second unsatisfactory grade.
- Students must maintain an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of the practicum sites. If students have multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Integrated Health if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.
- A transcultural healthcare experience is required.
- Students must meet all practicum agency requirements. Nurse Practitioner students must have health clearance and documentation of TB, Rubella, and Hepatitis B status; and meet any other requirements of the practicum site before any client contact. A second criminal background check and drug screen (at the student's expense) will be required for all Nurse Practitioner students prior to the first practicum course. Progression in the program is dependent on the results of the reports.
- Any student found to have falsified practicum hours will be immediately dismissed and not allowed to re-enter any graduate nursing program at IWU.
- Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within the major program's maximum time from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.

Clinical Compliance Documentation

- Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
- Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Reenrollment

A student who wishes to re-enroll in the Bachelor to DNP - PMHNP program must first contact the appropriate advisor to complete a Request for Re-enrollment form and forward to the Dean for Doctoral Programs or designated academic leader for approval. Following approval, the student may re-enroll in the program through the Office of Student & Faculty Support Services and will agree to follow the prescribed plan of study. Students sitting out of a core program for more than 90 days are subject to current tuition rates upon returning. Students re-entering after six months are subject to any changes made in curriculum in the intervening time as well as current catalog policy.

A student may re-enroll in the Division of Doctoral Nursing a maximum of two times without an appeal. A request for a third re-enrollment must be accompanied by a petition to the School of Integrated Health Student Life Council and the Dean of the Division of Doctoral Nursing. Re-enrollment will be dependent upon the decision of the Division Dean or the School of Integrated Health Student Life Council.

Any student who is out of class for more than six months must meet the following criteria to continue in the program:

- If a student is out of a nurse practitioner specialization for more than six months, the student must take and achieve an 87% on the track specific competency exam(s) for advanced pharmacology, pathophysiology, and physical assessment.
- The Advanced Physical Assessment exam is only offered onsite. The student will be required to conduct a complete history and physical on a client, including written documentation.
- If the student does not pass the appropriate competency exam(s) with a minimum score of 87%, s/he will be required to audit the pertinent course(s) and satisfactorily pass the appropriate competency exam(s) before being allowed to re-enroll in the graduate nursing program.
- The student requesting re-enrollment is responsible for payment of each competency exam and course audit.

Satisfactory Academic Progress

Students enrolled in a DNP program are regarded as members of the academic community of Indiana Wesleyan University. Students are responsible for conforming to the standards of conduct for adult learners. Continued enrollment in the program is subject at all times to review of the student's academic record and actions with regard to observance of university policies and regulations. Policies and regulations can be found in the *School of Integrated Health Student Handbook (located within each course)*.

Incomplete Grades - Students are expected to complete the course requirements by the last day of the final workshop. There may be instances when crisis circumstances or events prevent the student from completing requirements in a timely manner. In these rare situations, a grade of "I" (incomplete) may be issued after completing the following process:

- The student must request an "I" from the instructor via email.
- The instructor must obtain approval via email from the program leader.
- The student must have completed at least 75% of the course.
- The faculty member and the Dean must both agree to the incomplete grade.

A grade of "incomplete" may be granted only for extenuating circumstances. The length of time a student has to complete and submit the requirements to the faculty is determined by the faculty member for the course and may not exceed 10 weeks. If, at the end of the extension, the student has failed to complete the course requirements, the faculty will enter the grade the student earned. An incomplete cannot be issued if the student fails to meet the attendance requirements.

Probationary Status - Students enrolled in a DNP program will be placed on probation if their GPA falls below 3.25.

Students will be given the opportunity to satisfactorily raise their GPA by the completion of two consecutive courses or six consecutive credit hours, whichever is greater. The student GPA is reviewed after the second course/six credits, and if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses or six consecutive credit hours, whichever is greater.
- A student with more than one incomplete on record is subject to academic suspension.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Dean of the School of Integrated Health.

Academic Dismissal

- Upon a second academic suspension in the same program, students are not eligible to reapply to Indiana Wesleyan University.
- Upon a second unsatisfactory grade, students will be academically dismissed and ineligible to reapply for admission into the DNP program.
- Students dismissed due to academic dishonesty are ineligible for readmission to the program.
- Students who fail to complete the program within six years will be administratively withdrawn.

Practicum Hours

A minimum of 1000 graduate level practicum hours are required to be eligible for graduation. Practicum hours will be a culmination of practicum hours completed during the Bachelor to DNP - PMHNP.

Practicum hours may be accrued by completion of work or projects as approved by the course faculty or designated academic leader. Further explanation of practicum hours can be found in the DNP Project Manual and NP Clinical Guidelines.

Degree Completion Limits

The Bachelor to DNP - PMHNP program is designed as a lock-step curriculum to be completed in approximately 51 months. Students who do not maintain continuous enrollment will be required to reenroll (as space is available), meet all catalog requirements, DNP Scholarly Project Manual changes, NP Clinical Guideline changes, and incur any changes in program charge or cost. Any exceptions to this policy must be requested in writing to the Program Leader or designated academic leader.

DNP Scholarly Project Continuation

Doctoral students who do not complete the DNP Scholarly Project by the end of program course work, will be required to enroll in a one-hour DNP Scholarly Project Continuation course continuously until the DNP Scholarly Project is successfully defended. Students will pay the one-credit-hour course tuition, \$500 additional DNP Scholarly Project Advisor fee, and any other required fees to maintain continuous enrollment. Each continuation course will be ten weeks in length. The maximum number of continuation courses will be seven.

Student Professional Performance Policy

Students are expected to maintain the ethical standards of practice established by American Nurses Association (ANA) Code of Ethics for Nurses with Interpretive Statements. Students whose professional performance affects their ability to be licensed as a registered nurse or advanced practice registered nurse, and/or who do not meet the ethical standards established by ANA, may be recommended for a Performance Improvement Plan (PIP) or other sanction up to and including dismissal from the School of Integrated Health. It is the responsibility of each student to be aware of policies regulating academic and professional conduct found in the IWU Catalog, student handbooks, and clinical guidelines, possible sanctions, and the appeals process.

Progressive discipline: The School of Integrated Health promotes a policy of progressive or corrective discipline; however, serious infractions may warrant immediate removal from clinical or academics setting, imposition of a written reprimand, suspension, or dismissal. Performance concerns may include, but are not limited to the following:

- Fails to meet generally accepted standards of patient safety, professional conduct, personal integrity, or emotional stability required for professional practice;
- Fails to demonstrate the effective interpersonal skills necessary to perform professional helping relationships;
- Fails to adhere to the ANA Code of Ethics;
- Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a registered nurse (RN) or advanced practice registered nurse (APRN); or
- Displays inappropriate or disruptive behavior toward clients, other students, faculty, or staff, which interferes with professional judgment or jeopardizes the best interest of those to whom the student has a professional responsibility.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

- All credits required in the program with a minimum GPA of 3.25.
- No grade less than a "B" in any given course.
- Fulfillment of at least 1000 practicum hours.
- Successful completion, defense, and submission of the DNP Scholarly Project.
- Degree requirements must be completed within 78 months of matriculation.
- Payment of all tuition and fees is required to receive a diploma.

BSN-DNP - Doctor of Nursing Practice - PMHNP Specialization

BSN to DNP - PMHNP Specialization Program of Study

Core Courses

All courses must be completed with a satisfactory grade in order to continue in the program.

DNP-780	Scholarly Writing	3
DNP-710	Science of Nursing	3
DNP-820	Advanced Healthcare Policy	3
DNP-870	Critical Inquiry and Data Management	3
DNP-750	Information Management	3
DNP-715	Systems and Organizational Leadership	3
DNP-810	Scholarly Project I	4
DNP-811	Scholarly Project II	1
DNP-812	Scholarly Project III	4
DNP-795	Evidence-Based Project Planning	3
DNP-835	Healthcare Across Cultures	3
DNP-740	Epidemiology and Population Health	3

PMHNP Specialization Courses

All courses must be completed with a satisfactory grade in order to continue in the program.

DNP-702	Professional Role Development for the Advanced Practice Nurse	2
DNP-712	Advanced Pharmacology	4
DNP-714	Advanced Pathophysiology	4
DNP-720	Neuro-Psychopharmacology	2
DNP-752	Advanced Health Status Assessment for the Psychiatric Mental Health Nurse Practitioner	4
DNP-722	Diagnostic Reasoning	2

DNP-790	Psychotherapeutic Modalities Across the Lifespan I	5
DNP-791	Psychotherapeutic Modalities Across the Lifespan II	5
DNP-792	Psychotherapeutic Modalities Across the Lifespan III	5
DNP-793	Interprofessional Development for the Psychiatric Mental Health Nurse Practitioner	1

DNP - Doctor of Nursing Practice - Systems Leadership Specialization

The Doctor of Nursing Practice (DNP) prepares nurses at the highest level of leadership, scholarship, and character to be world changers in global healthcare systems. The program is based on the understanding that nurses provide services, which include the direct care of individual clients, management of care for populations, administration of nursing systems, and development and implementation of health policy.

The Doctor of Nursing Practice program will prepare graduates to:

- Apply principles of organizational leadership for evidence based quality improvement and systems thinking.
- Influence healthcare policy at local, state, and/or federal levels.
- Integrate character, scholarship, and leadership into the doctoral levels of nursing practice.
- Apply principles of cultural competence to advanced global nursing leadership.

Admission Requirements

Applicants are required to meet the following criteria in order to be considered for admission:

Academic Requirements:

- Submission of transcript for a completed master's degree in nursing from a college or university accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) and national nursing programmatic accreditation (CCNE, ACEN, CNEA).
- Earned graduate GPA of 3.25 based on a 4.0 scale or the equivalent.
- GPA for conditional admission:
 - Applicants who do not meet the GPA listed in the criteria for regular admission and have at least a 3.0 undergraduate GPA if applying to the bachelor to DNP or graduate GPA if applying to the DNP may be conditionally admitted and allowed to take 9- credit hours of doctoral nursing courses to establish a graduate GPA.
 - Students who have earned a 3.0 GPA by the completion of 9-credit hours in doctoral nursing courses, will meet the criteria for regular admission.
 - An unsatisfactory grade (B- or lower in any DNP course) while conditionally admitted will result in administrative withdrawal from the program and denial of regular admission.
 - Students who do not earn a 3.0 GPA by the completion of 9-credit hours in doctoral nursing courses will be denied regular admission.

Application:

- Submit the Indiana Wesleyan University (IWU) Doctoral Nursing application for the DNP program.
- \$100 application fee. (Applicants will not be charged the application fee if they have previously paid the fee for enrollment at IWU.)
- A criminal history background check (at the student's expense) must be completed upon admission to any track of the Doctoral Nursing program. A criminal background check must be completed within six weeks following the start of the program. Upon request, documentation of background checks, required health information, immunization information, drug screening results, and other required information may be provided to healthcare facilities where the student will be

completing clinical/practicum requirements as part of their required course of study. Progression in the program is dependent on the results of the reports.

- **International/Non-English Speaking Students** - Students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university:
 - Test of English as a Foreign Language (TOEFL). For graduate students, a score of at least 600 (paper-based), 250 (computer-based), or 100 (Internet-based) is required for regular academic admission.
 - International English Language Testing System (IELTS). For graduate students a score of at least 6.5 is required for regular academic admission.

Professional Requirements:

- Submit proof of a current unencumbered RN license.
- Submit proof of a current unencumbered APRN license (if applicable).
- Submit resume/curriculum vitae.
- Submit a 2-3 page narrative describing practice experience and professional goals.
- Submit a 1-2 page summary of a practice related issue that will serve as the focus of the DNP Scholarly Project; include the significance and impact of the project to nursing and health care.

General Information Regarding Admission:

- The Doctoral Nursing department may request letters of recommendation and an interview with an applicant once all the admission criteria listed above have been met.
- The number of applicants admitted to the DNP program will be limited. Meeting the minimum admission criteria does not ensure that an applicant will be admitted to the program.
- Computer literacy is imperative and proficiency in Microsoft Word, Excel and Power Point is expected.
- International travel is required.
- Once an application for the DNP program has been submitted, it will remain valid for 12 months.

Program Requirements

- Students must maintain an RN license that is active and unencumbered at all times during enrollment in the program. Students must have a valid unencumbered RN license in the state(s) of all practicum sites. If students have multiple state licenses, all must be unencumbered. It is the student's responsibility to notify the School of Integrated Health if the status of his or her RN license changes. Students will be administratively withdrawn from the program at any point if this status is not maintained.
- Students must meet all practicum agency requirements.
- Continued enrollment in the program is subject at all times to review of the student's academic record and actions with regard to observance of university policies and regulations. Policies and regulations can be found in the School of Integrated Health Student Handbook (located within each course).
- All courses must be satisfactorily completed with a grade of "B" or above to proceed to the next course.
- Upon earning a second unsatisfactory grade, students will be academically dismissed and ineligible to reapply for admission into the DNP program.
- **Degree Completion Limits** - The DNP program is designed as a lock-step curriculum to be completed in approximately 26 months. Program completion must be accomplished within four years of starting the program. Students who do not maintain continuous enrollment with their original cohort and curriculum will be required to join a new cohort as space is available, adapt to all subsequent curricular and DNP Project Manual changes, and incur any changes in program Tuition costs or fees. Any exceptions to this policy must be requested in writing to the Dean of School of Integrated Health Doctoral Programs or designated academic leader with the final decision resting with the Student Life Council.
- **DNP Project Continuation** - Doctoral students not completing the DNP Project by the end of the second year will be required to maintain continuous enrollment. Students will enroll in a one-hour DNP Project Continuation course (DNP-900)

continuously until for up to seven credits or the DNP Project is successfully defended. Students will pay the one-credit-hour course tuition and any required fees to maintain continuous enrollment. Each continuation course will be ten weeks in length.

- **Re-enrollment** - A student who wishes to re-enroll in the DNP program must first contact the appropriate advisor to complete a Request for Re-enrollment form and forward to the Dean of School of Integrated Health Doctoral Programs or designated academic leader for approval. Following approval, the student may re-enroll in the program through the Office of Student & Faculty Support Services and will agree to follow the prescribed plan of study. Students sitting out of a core program for more than 90 days are subject to current tuition rates upon returning. Students re-entering after six months are subject to any changes made in curriculum in the intervening time as well as current catalog policy.
- **Student Professional Performance Policy** - Students are expected to maintain the ethical standards of practice established by American Nurses Association (ANA) Code of Ethics for Nurses with Interpretive Statements. Students whose professional performance affects their ability to be licensed as a registered nurse or advanced practice registered nurse, and/or who do not meet the ethical standards established by ANA, may be recommended for a Performance Improvement Plan (PIP) or other sanction up to and including dismissal from the School of Integrated Health. It is the responsibility of each student to be aware of policies regulating academic and professional conduct found in the IWU Catalog, student handbooks, and clinical guidelines, possible sanctions, and the appeals process.
- **Progressive Discipline:** The School of Integrated Health promotes a policy of progressive or corrective discipline; however, serious infractions may warrant immediate removal from clinical or academics setting, imposition of a written reprimand, suspension, or dismissal. Performance concerns may include, but are not limited to the following:
 - Fails to meet generally accepted standards of patient safety, professional conduct, personal integrity, or emotional stability required for professional practice;
 - Fails to demonstrate the effective interpersonal skills necessary to perform professional helping relationships;
 - Fails to adhere to the ANA Code of Ethics;
 - Has been found guilty of criminal misconduct that affects the student's ability to be licensed as a registered nurse (RN) or advanced practice registered nurse (APRN); or
 - Displays inappropriate or disruptive behavior toward clients, other students, faculty, or staff, which interferes with professional judgment or jeopardizes the best interest of those to whom the student has a professional responsibility.
- **Clinical Compliance Documentation**
 - Before beginning any clinical or practicum experiences, students must meet all practicum agency requirements (at the student's expense). All Advanced Practice Registered Nursing students, and as required other students, must complete a second criminal background check and a drug screen, and submit documentation of health clearance, immunizations, and meet any other requirements of the practicum site before any client contact. In addition, random drug testing (ex. annually) or drug testing based on reasonable suspicion can be implemented at any time and without prior notice. Students who do not comply will be dismissed from the program. Progression in the program is dependent on the results of the reports.
 - Upon request, documentation of required health information, background check reports, drug screening results, and other required information may be provided to healthcare facilities where the student will be completing clinical/practicum requirements as part of their required course of study.

Graduation Requirements

To fulfill graduation requirements students must have completed all of the following:

- All credits required in the program with a minimum GPA of 3.25.
- All courses passed with a grade of "B". B- is not a passing grade.
- A minimum of 1000 practicum hours.
- Successful completion, defense, and submission of the DNP Project.
- All degree requirements within four years of matriculation.
- Payment of all tuition and fees is required to receive a diploma.

DNP - Doctor of Nursing Practice - Systems Leadership Specialization

DNP - Program of Study

Core Courses

All courses must be completed with a satisfactory grade in order to continue in the program.

DNP-710	Science of Nursing	3
DNP-715	Systems and Organizational Leadership	3
DNP-870	Critical Inquiry and Data Management	3
DNP-730	Applied Population Health	3
DNP-810	Scholarly Project I	4
DNP-830	Global Healthcare	4
DNP-811	Scholarly Project II	1
DNP-750	Information Management	3
DNP-820	Advanced Healthcare Policy	3
DNP-812	Scholarly Project III	4

School of Integrated Learning and Development

The IWU School of Integrated Learning and Development offers dynamic programs that serve to apply the mission of IWU by drawing teachers, administrators, and other school personnel into an integrated experience of intellectual challenge, spiritual growth, and leadership development. These programs call candidates to Christian character and academic excellence, equip them for success in their disciplines, mentor them in leadership, and prepare them for service.

Through the IWU School of Integrated Learning and Development, a variety of programs through the Division of Education and the Division of Liberal Arts are offered to help students meet personal and professional goals.

Academic Policies - School of Integrated Learning and Development

Matriculation

The School of Integrated Learning and Development requires that all candidates admitted to certificate and degree programs complete prescribed course work per the program catalog.

Some programs in the School of Integrated Learning and Development are designed as a lock-step curriculum, which is to be completed in the order specified by the program.

All candidates in programs in the School of Integrated Learning and Development are expected to complete program requirements associated with their certificate or degree in four years from the point of admission. Any exceptions to this policy must be made via a written petition presented, approved, and filed by the Dean of the School or his/her designee.

Any candidate who withdraws from the program for a period of six consecutive months must be readmitted under the most current university catalog and is subject to adhering to program requirements as listed in the catalog at the time of readmission.

Program Readmission Requirement

Candidates who have previously withdrawn from a program of study in the School of Integrated Learning and Development and who wish to be readmitted to the program are welcome to return. The following conditions for readmission will be applied by the School:

- Program administrators reserve the right to require that candidates audit or repeat some courses that may have already been completed if the administrator determines that the material is significantly different than when the candidate first took the course.

- In the event the candidate has been withdrawn for a period of six months or more, the candidate must satisfy all program admission and clinical experience requirements as published in the IWU catalog at the time of their readmission to the program.
 - Courses more than five years old will need to be repeated unless waived by the program administrator through academic petition.
 - Candidates need to also be aware of any changes in state licensure requirements and reciprocity.

Program Gateways Requirement

All certificate and degree programs in the School of Integrated Learning and Development are part of a larger Educator Preparation Provider/Program within the University that is accredited by the Council for the Accreditation of Educator Preparation (CAEP) and other Specialized Professional Associations. Subsequently, all programs must adhere to the requirements established by the University's Educator Preparation Provider/Program.

The Educator Preparation Provider/Program requires that candidate data be collected, evaluated, and reported at three program gateways. These gateways are as follows:

- Admission
- Mid-Program Review
- Program Completion

Candidates are required to satisfactorily pass the admission, mid-program review, and program completion gateways based upon established criteria set forth by each certificate and/or degree program. Program gateway requirements and decision rules determining successful program gateway completion are published as a part of the candidate's program materials and are referenced throughout the program.

Candidates will be evaluated by admission requirements, mid-program review, and program completion gateways set forth by School faculty and staff.

Candidates who meet one of the conditions listed below will come under review by department faculty and may be required to complete a Candidate Improvement Plan (CIP) in order to continue in a program or be re-enrolled in the program.

- A candidate fails to meet the "Criterion for Success" on a key assessment (look for the syllabi and/or assignment description to state that failure to meet the Criterion for Success may result in a CIP).
- University faculty, clinical faculty, or university staff notify the Department Chair of a professional dispositional concern for an enrolled candidate either in the academic or clinical setting.
- A candidate has received an insufficient grade on an education course requiring a B- or C and/or has been administratively withdrawn from a program due to course or gateway failure (this condition only applies to bachelor's degree level and above.)

If a CIP is written for a candidate, they will be notified by the CIP Coordinator and/or Department Chair. The Department Chair will communicate with the candidate to provide clarification regarding the CIP. Once the Department Chair has confirmed that the candidate has successfully completed the CIP or failed to complete the CIP, the candidate will be notified of the result.

If an enrolled candidate fails to complete a CIP, they may be administratively withdrawn from the program. If a candidate is administratively withdrawn due to failure to complete a CIP, a hold will be placed on the candidate's account.

If an administratively withdrawn candidate has been issued a CIP, a hold will be placed on their account until the issuing Department Chair confirms completion of the CIP.

Academic Programs - School of Integrated Learning and Development

Division of Education

Programs offered are:

- Undergraduate Certificates in:

- Early Childhood Teacher Training (p. 587)
- Elementary Teacher Training (p. 589)
- Secondary Teacher Training (p. 589)
- Associate of Science degree with majors in:
 - Early Childhood Education (p. 590)
- Bachelor of Science degree with majors in:
 - Early Childhood Education (Licensure Track) (p. 592)
 - Early Childhood Education (Non-licensure Track) (p. 595)
 - Integrative Studies with concentration in Early Childhood Teacher Training (p. 599)
 - Integrative Studies with concentration in Elementary Teacher Training (p. 600)
 - Integrative Studies with concentration in Elementary Teacher Training with minor in Elementary Education (p. 602)
 - Integrative Studies with concentration in Secondary Teacher Training (p. 605)
- Graduate Certificates in:
 - Biology (p. 607)
 - Early Childhood License Addition (p. 608)
 - Elementary License Addition (p. 609)
 - English (p. 610)
 - English as a New Language (Indiana) (p. 611)
 - English as a New Language Teacher Training (p. 612)
 - Mathematics (p. 614)
 - Online Teaching and Learning (p. 614)
 - Physics (p. 615)
 - School Administration (Indiana) (p. 617)
 - School Administration (Ohio) (p. 618)
 - Special Education Teaching (Indiana) (p. 620)
 - Special Education Teaching (Ohio) (p. 621)
 - Special Education Training (p. 623)
 - Technology/Digital Literacy (p. 625)
- Transition to Teaching Certificate in:
 - Early Childhood Education (p. 626)
 - Elementary Education (p. 628)
 - Elementary Education (CBE) (p. 630)
 - English as a New Language (p. 632)
 - P-12 Education (p. 634)
 - Secondary Education (p. 636)
 - Special Education (p. 638)
- Master of Science degree with majors in:

- Biology in Education (p. 640)
- Christian School Education (p. 642)
- Curriculum, Assessment, and Instruction (p. 643)
- Early Childhood Education (p. 644)
- Early Childhood Teaching (p. 647)
- Elementary Teaching (p. 648)
- English as a New Language (Indiana) (p. 649)
- English in Education (p. 651)
- Mathematics in Education (p. 653)
- Online Teaching and Learning (p. 654)
- Physics in Education (p. 656)
- School Administration (Indiana) (p. 658)
- School Administration (Ohio) (p. 660)
- Secondary Teaching (p. 662)
- Special Education (Indiana) (p. 663)
- Special Education (Ohio) (p. 665)
- Special Education Teaching (p. 667)
- Technology/Digital Literacy in Education (p. 669)
- Master of Business Administration (MBA) with majors in:
 - School Administration (Indiana) (p. 670)
- Education Specialist (EdS) with majors in:
 - District Level Leadership (Indiana) (p. 673)
 - District Level Leadership (Ohio) (p. 674)
 - Educational Leadership (p. 676)
 - Educational Technology and Learning Engineering (p. 677)
- Doctor of Education (EDD) with majors in:
 - Education (p. 679)
 - Educational Leadership (p. 680)

Undergraduate Certificate Programs

Undergraduate Certificate - Early Childhood Teacher Training

The Early Childhood Teacher Training certificate is structured to prepare candidates to apply subject matter expertise, assessment knowledge, and differentiated instructional practices within early childhood learning environments.

This program is open to candidates from all states and countries, and does not lead to licensure. Candidates could include parents, Sunday school or classroom teachers, Education event planners, or other professionals in many settings: hospitals, childcare homes, international schools, ACSI schools both stateside and overseas, and private schools.

Candidates who have completed this program should be able to:

- Actively promote child development and developmentally appropriate learning experiences for all children in child care, classroom, home, and community settings.

- Exhibit knowledge and understanding of the dynamics of diverse family and community characteristics, honoring diverse cultural values, language, and norms by encouraging a child's learning connectedness to home.
- Facilitate positive, respectful, and reciprocal relationship-based interactions as a foundation to support, empower, and engage young children and families.
- Exhibit professional dispositions, demonstrating moral decision-making, upholding ethical standards with all stakeholders, and reflecting biblical behavior as the foundation of work with families, young children, and communities.
- Create safe, healthy, respectful, supportive, and challenging learning environments, where young children have access to quality learning opportunities that inspire and set the stage for growth across the developmental domains.
- Consider contextual factors, learning cycle choices, development, and environment to proactively determine appropriate setting and behavior management procedures and practices, initiating and thinking professionally in a timely manner to address management concerns.
- Practice servant leadership philosophy and principles in approach to clinical and service experiences, serve by putting the needs of others first, sharing power, aspiring to lead after trust and relations are earned and built, and helping young children, families, and communities develop and perform as highly as possible.
- Apply constructivist (Vygotsky) theoretical framework into practice throughout academic disciplines to design and support inquiry-based, play-based, open-ended, project-based, and problem-based learning experiences.
- Design developmentally appropriate content-rich purposeful curriculum emphasizing the integration of topics and disciplines, integrating academic standards, child development, impacting contextual factors, and individual/group interests, needs, learning styles.
- Evaluate and implement developmentally appropriate effective approaches when selecting a wide variety of tools, resources, and strategies to meet the unique needs of all learners including: technology, inquiry-based, project-based, problem-based, UDL, RI, and differentiation practices.
- Demonstrate skills in systematic and responsible observing, documenting, assessing, analyzing, and reporting data to support early learning.

Admission Requirements

- Proof of standard high school diploma, GED certification, or vetted international secondary equivalent.
- US based Candidates (requirements for international candidates will be evaluated on an individual basis):
 - Submit a signed FERPA Release Form.
 - Proof of up-to-date TB test.
 - Most current vaccination record.
 - A signed Field Placement Requirement Notification form.
- Applicants who do not hold a valid license in the field of education will be required to submit a criminal history background check conducted at the applicant's expense. Admission to and/or progression in designated programs will be based upon criteria set in the Criminal History Background Check Admissions Policy.
- NOTE: Applicants should be aware that Indiana State Legislation has mandated that expanded background checks are required for those working with students in Indiana schools. Applicants will also be required to adhere to any additional State Mandates required for educators. Though candidates will be required to submit an initial background check and other documentation that is acceptable to the university as part of their application materials, those successful submissions, will only serve to gain admittance to that academic program. All accepted candidates should understand, that at the candidate's expense, additional background checks, proof of mandated trainings, and/or health related documentation will most likely be required before participating in clinical experiences.

Completion Requirements

To complete the Early Childhood Teacher Training certificate, candidates must:

- Complete the 21 credit hours with a grade of at least a "C" in each course.
- Payment of all tuition and fees is required to receive a certificate.

Early Childhood Teacher Training Certificate - Program of Study

Core Courses

ECED-105I	Child Growth and Development	3
ECED-130I	Parents, Families, and Communities as Partners	3
ECED-301I	Infant/Toddler Care-on-Demand Environments	3
ECED-304I	Preschool Curriculum, Instruction, Assessment	3
ECED-401I	STEM Concepts in the Primary Grades	3
ECED-331I	Literacy in the Primary Grades	3
ECED-411I	Classroom Management in the Primary Grades	3

Undergraduate Certificate - Elementary Teacher Training

The Elementary Teacher Training certificate is structured to prepare candidates to apply subject matter expertise, assessment knowledge, and differentiated instructional practices to elementary learning environments. The curriculum emphasizes the major theories and concepts related to learning processes, child development, literacy development, and classroom management.

This program is open to candidates from all states and countries, and does not lead to licensure. Candidates could include parents, Sunday school or classroom teachers, education event planners, or other professionals in many settings: hospitals, childcare homes, international schools, ACSI schools both stateside and overseas, and private schools

Candidates who have completed this program should be able to:

- Describe professional, moral and ethical behaviors and dispositions grounded in related biblical principles.
- Demonstrate research-based knowledge of how and when elementary children learn, addressing developmental and motivational stages as well as factors that affect learning for students with exceptionalities, diverse backgrounds, language differences, and learning differences.
- Implement a variety of assessments to determine elementary student needs that inform instruction.
- Design a safe, culturally responsive, and literacy-rich learning environment using sound classroom management strategies and high standards for all elementary learners.
- Develop a variety of differentiated instructional strategies that consider the diverse needs of all elementary students.

Admission Requirements

- Proof of standard high school diploma, GED certification, or country equivalent.

Completion Requirements

To complete the Elementary Teacher Training certificate, candidates must:

- Complete the 21 credit hours with a grade of at least a "C" in each course.
- Payment of all tuition and fees is required to receive a certificate.

Elementary Teacher Training Certificate - Program of Study

Core Courses

EDUT-210	Elementary Instructional Planning	3
EDUT-205	Educational Psychology for Elementary Educators	3
EDUT-245	Assessment in the Elementary Classroom	3
EDUT-320	Teaching Phonics for Elementary	3

	Educators	
EDUT-321	Teaching Comprehension, Vocabulary, and Writing for Elementary Educators	3
EDUT-450	Methods of Teaching for the Elementary Classroom	3
EDUT-448	Elementary Classroom Management	3

Undergraduate Certificate - Secondary Teacher Training

The Secondary Teacher Training certificate is structured to prepare candidates to apply subject matter expertise, assessment knowledge, and differentiated instructional practices to secondary learning environments. The curriculum emphasizes the major theories and concepts related to learning processes, adolescent development, literacy development, and classroom management.

This program is open to candidates from all states and countries, and does not lead to licensure. Candidates could include parents, Sunday school or classroom teachers, Education event planners, or other professionals in many settings: hospitals, childcare homes, international schools, ACSI schools both stateside and overseas, and private schools.

Candidates who have completed this program should be able to:

- Describe professional, moral, and ethical behaviors and dispositions grounded in related biblical principles.
- Demonstrate research-based knowledge of how and when adolescents learn, addressing developmental and motivational stages.
- Develop a variety of assessments, including digital tools, to evaluate secondary student needs in order to plan and strengthen instruction.
- Design a safe, culturally responsive, and literacy-rich learning environment using sound classroom management strategies and high standards for all secondary learners.
- Develop a variety of differentiated instructional strategies that consider the diverse needs of all secondary students.

Admission Requirements

- Proof of standard high school diploma, GED certification, or country equivalent.

Completion Requirements

To complete the Secondary Teacher Training certificate, candidates must:

- Complete the 18 credit hours with a grade of at least a "C" in each course.
- Payment of all tuition and fees is required to receive a certificate.

Secondary Teacher Training Certificate - Program of Study

Core Courses

EDUT-211	Learning Processes of Secondary Students	3
EDUT-215	Educational Psychology for Secondary Teachers	3
EDUT-275	Assessment in Secondary Education	3
EDUT-360	Building Literacy in Secondary Students	3
EDUT-478	Secondary Teaching Methods	3
EDUT-480	Classroom Management for Secondary Teachers	3

Associate Degree Programs

AS - Early Childhood Education

Indiana Wesleyan University's A.S. in Early Childhood Education program is a sixty (60) credit hour undergraduate program emphasizing the knowledge, skills, and dispositions of an early childhood educator working with children from birth through age eight. This program does not lead to teacher licensure.

Upon completion of the program, candidates should be able to:

- Exhibit the School of Integrated Learning and Development's professional dispositions by demonstrating moral decision-making, upholding ethical standards with all stakeholders, and reflecting Christ-like behavior as the foundation of work with families, young children, and communities.
- Actively support child development and developmentally appropriate learning experiences for all children in childcare, classroom, home, and community settings.
- Collaborate to establish safe, healthy, respectful, supportive, and challenging learning environments, where young children have access to quality learning opportunities that inspire and set the stage for growth across the developmental domains.
- Exhibit knowledge and understanding of the dynamics of diverse family and community characteristics; honoring diverse cultural values, language, and norms by encouraging a child's learning connectedness to home.
- Initiate and think professionally in a timely manner to support predetermined management policies and procedures; act professionally in regards to unforeseen management issues and concerns.
- Assist to deliver developmentally appropriate content-rich purposeful curriculum emphasizing the integration of topics and disciplines; support the integration of academic standards and child development impacting contextual factors and individual/group interests, needs, and learning styles.
- Exhibit the knowledge and understanding needed to support positive, respectful, and reciprocal relationship-based interactions as a foundation to support, empower, and engage young children and families.
- Apply constructivist (Vygotsky) theoretical framework into practice throughout academic disciplines to support inquiry-based, play-based, open-ended, project-based, and problem-based learning experiences.
- Participate in informed advocacy for young children, families, and the early childhood profession through multiple types of advocacy (citizen, issue-based, self, group, peer, statutory, family, and friend).
- Demonstrate proficiency in executing a wide range of developmentally appropriate effective approaches, tools, resources, and strategies to meet the unique needs of all learners including technology, inquiry-based, project-based, problem-based, UDL, RTI, and differentiation practices.
- Demonstrate skills in systematic and responsible assessment skills including observing, documenting, and analyzing to support early learning.
- Practice servant leadership philosophy and principles in approach to clinical and service experiences by serving to put the needs of others first, sharing power, aspiring to lead after trust and relations are earned and built, and helping young children, families, and communities develop and perform as highly as possible.

This program provides a fundamental basis for students desiring to continue their education at IWU to complete a bachelor's degree in this discipline. The courses contained in this associate program will satisfy 24 hours out of the 30 general education hours required at the bachelor level and will also apply toward the 120 hour degree requirement.

Admission Requirements

All applicants must have:

- Proof of standard high school diploma or GED certification.
- Submit a signed FERPA Release Form.
- Applicants who do not hold a valid license in the field of education will be required to submit a criminal history background check conducted at the applicant's expense. Admission to and/or progression in designated programs will be based upon criteria set in the School of Educational Leadership's Criminal History Background Check Admissions Policy.

Program Requirements

The AS in Early Childhood Program is a lock-step program. Students who are unable to complete an ECED course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if

arrangements are made with the Registration Change Counselor and the School of Integrated Learning and Development. Tuition and fees will be charged for repeating the course.

Graduation Requirements

To graduate with an associate degree with a major in Early Childhood Education, the following requirements must be met:

- Completion of 60 semester hours.
- Completion of the core requirements with a GPA of 2.0 or higher.
- Cumulative GPA of 2.0 or higher.
- A minimum of "C" must be achieved in ECED-101, ECED-105, ECED-120, ECED-125, ECED-130, and ECED-135 or their equivalent courses.
- Completion of 24 hours of general education requirements as specified (General Education Requirements (p. 327)).
- Payment of all tuition and fees is required to receive a diploma.

Early Childhood Education (AS) - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Core Courses

ECED-101, ECED-105, ECED-120, ECED-125, ECED-130, and ECED-135 must be passed with "C" or higher.

ECED-101	Foundations of Early Childhood	3
ECED-105	Child Growth and Development	3
ECED-125	Current Issues and Trends in Early Childhood	3
ECED-130	Parents, Families, and Communities As Partners	3
ECED-135	Emergent Literacy	3
ECED-120	Health, Safety, and Nutrition	3
ECED-225	Infant/Toddler Experience	3
ECED-230	Preschool Experience	3
ECED-235	Primary Grade Experience	3
ECED-240	Service Learning Capstone	3

Electives

Elective	3

Bachelor Degree Programs

BS - Early Childhood Education (Licensure Track)

Indiana Wesleyan University’s Bachelor of Science with a major in Early Childhood Education prepares candidates to be recommended for an early childhood, P-3, initial teaching license in the state of Indiana. The program is a 120 credit hour undergraduate program emphasizing the knowledge, skills, and dispositions of an early childhood educator’s work with children from birth through age 8. This program includes a minor in Reading. This program prepares the candidate to work in various early childhood settings: P-3 school setting, child care programs, preschool settings, and Head Start programs.

Candidates who choose to complete the licensure track of the program will complete a 14-week full-time, clinical experience in a P-3 school setting. These Licensure Track candidates will be prepared to apply for licensure (early childhood, P-3) initial teaching license in the state of Indiana. For licensure, passing scores on the State Required Content Area Exam are required.

Candidates who seek licensure in states other than Indiana bear the responsibility to determine whether completion of the Early Childhood program will meet the academic and assessment requirements of the state in which licensure is sought.

Upon completion of the program, candidates will demonstrate the ability to:

- Exhibiting School of Learning and Development professional dispositions, demonstrating moral decision-making, upholds ethical standards with all stakeholders; reflecting Christ-like behavior as the foundation of work with families, young children, and communities. (NAEYC 6.a, 6.b, & 6.c)
- Actively promoting child development and developmentally appropriate learning experiences for all children in child care, classroom, home, and community settings, (NAEYC 1.a, 1.b, & 1.c)
- Creating safe, healthy, respectful, supportive, and challenging learning environments, where young children have access to quality learning opportunities that inspire and set the stage for growth across the developmental domains. (NAEYC 1.c)
- Exhibiting knowledge and understanding of the dynamics of diverse family and community characteristics; honoring diverse cultural values, language, and norms by encouraging a child's learning connectedness to home. (NAEYC 1.b)
- Considering contextual factors, learning cycle choices, development, and environment to proactively determine appropriate setting and behavior management procedures and practices; Initiating and thinking professionally in a timely manner to address management concerns. (NAEYC 5.c & 6.c)
- Designing developmentally appropriate content-rich purposeful curriculum emphasizing the integration of topics and disciplines; Integrating academic standards, child development, impacting contextual factors and individual/group interests, needs, learning styles. (NAEYC 5.a)
- Facilitating positive, respectful, and reciprocal relationship-based interactions as a foundation to support, empower, and engage young children and families. (NAEYC 2.a, 2.b, & 2.c)
- Applying constructivist (Vygotsky) theoretical framework into practice throughout academic disciplines to design and support inquiry-based, play-based, open-ended, project-based, and problem-based learning experiences. (NAEYC 4.a, 4.b, 4.c, & 5.b)
- Participating in informed advocacy for young children, families, and the early childhood profession through multiple types of advocacy (citizen, issue-based, self-group, peer, statutory, family & friend). (NAEYC 3.d, 6.d, & 6.e)
- Evaluating and implementing developmentally appropriate effective approaches when selecting a wide variety of tools, resources, and strategies to meet the unique needs of all learners including: technology, inquiry-based, project based, problem-based, UDL, RI, differentiation practices. (NAEYC 3.c, 4.b, 4.c, 4.d, 5.c, & 6.c)
- Demonstrating skills in systematic and responsible observing, documenting, assessing, analyzing, and reporting data to support early learning. (NAEYC 3.a, 3.b, 3.c, 4.d, & 5.c)
- Practicing servant leadership philosophy and principles in approach to clinical and service experiences, serving by putting the needs of others first, sharing power, aspiring to lead after trust and relations are earned and built, helping young children, families, and communities develop and perform as highly as possible. (NAEYC 2.b, 6.a, 7.a, 7.b)

Admission Requirements

All applicants to the licensure track must have:

- Proof of high school graduation or GED certification.
-

Submit a signed FERPA Release Form.

-

Proof of up-to-date TB test.

-

Most current vaccination record.

-

A signed Field Placement Requirement Notification form

- Applicants who do not hold a valid license in the field of education will be required to submit a criminal history background check conducted at the applicant's expense. Admission to and/or progression in designated programs will be based upon criteria set in the Criminal History Background Check Admissions Policy.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- NOTE: Applicants should be aware that Indiana State Legislation has mandated that expanded background checks are required for those working with students in Indiana schools. Applicants will also be required to adhere to any additional State Mandates required for educators. Though candidates will be required to submit an initial background check and other documentation that is acceptable to the university as part of their application materials, those successful submissions, will only serve to gain admittance to that academic program. All accepted candidates should understand, that at the candidate's expense, additional background checks, proof of mandated trainings, and/or health related documentation will most likely be required before participating in clinical experiences.
- Prior completion of at least 48 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the candidate is eligible to start a bachelor core program.

Program Requirements

- All BS Early Childhood Education candidates will be required to provide passing scores for Indiana's approved content area examination(s) based on the following schedule, or will be administratively withdrawn from the program:
 - If scheduled for student teaching in September, testing is due the preceding April 1st.
 - If scheduled for student teaching in January, testing is due the preceding September 1st.
- The BS Early Childhood Licensure Program is a lock-step program. Students who are unable to complete an ECED course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Registration Change Counselor and the School of Integrated Learning and Development. Tuition and fees will be charged for repeating the course.
- Upon completion of the BS Early Childhood Education Licensure Program, candidates will be recommended for P-3 Educator Licensure in the state of Indiana. Candidates seeking licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU BS Early Childhood Education program will meet the academic and assessment requirements of the state in which licensure is sought.

Student Teaching and Clinical Experience Requirements

- All candidates must complete fourteen weeks of full-time student teaching in a P-3 setting.
- All core course work prior to the required 14-week student teaching must be completed with a minimum grade of no less than "C" in each core course to be eligible to student teach.
- All placements for student teaching will be made by the Office of Clinical Experiences. Candidates are not to contact any school or attempt to secure their own student teaching assignment at any time.
- Removal from a student teaching experience, and/or field experience, may result in the candidate being permanently withdrawn from the program. A grade of "No Credit" will be issued for the student teaching course and a failing grade will be issued for field experience courses.

Graduation Requirements

To graduate from Indiana Wesleyan University with a Bachelor's degree with a major in Early Childhood Education, the following requirements must be met:

- Completion of 120 credit hours.
- Completion of the required prerequisite and core courses with a minimum grade of "C" and a minimum GPA of 2.75.
- Cumulative GPA of 2.75 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 336)).
- Provide passing scores for all required state licensure content and pedagogy examinations.
- Payment of all tuition and fees is required to receive a diploma.

Early Childhood Education (BS) Licensure Track - Program of Study

Prerequisites

Candidates may be enrolled in the Early Childhood Education (BS) Licensure Track Program of Study, but must complete the following courses prior to starting the Core Courses.

ECED-101	Foundations of Early Childhood	3
ECED-105	Child Growth and Development	3
ECED-125	Current Issues and Trends in Early Childhood	3
ECED-130	Parents, Families, and Communities As Partners	3
ECED-135	Emergent Literacy	3

Core Courses

ECED-305	Educational Psychology for Early Learners	3
ECED-301	Infant/Toddler Care-on-Demand Environments	3
ECED-302	Infant/Toddler Curriculum, Instruction, Assessment	3
ECED-303	Literature Focused Preschool Environments	3
ECED-304	Preschool Curriculum, Instruction, Assessment	3
ECED-322	Early Childhood Special Education	3
ECED-325	Foundations of Reading and Language Structure	3
ECED-332	Instructional Tools for the Teaching of Reading	3
ECED-331	Literacy in the Primary Grades	3
ECED-401	STEM Concepts in the Primary Grades	3
ECED-405	Social Studies and Fine Arts in the Primary Grades	3
ECED-411	Classroom Management in the Primary Grades	3
ECED-422	Advocacy Internship in Early Childhood	3
ECED-430A	Student Teaching in Early Childhood	6
ECED-430B	Student Teaching in Early Childhood	6

Minor in Reading

The minor in Reading is comprised of five previously completed prerequisite (ECED-135) and core (ECED-303, ECED-325, ECED-331, ECED-332) courses.

ECED-135	Emergent Literacy	3
ECED-303	Literature Focused Preschool	3

	Environments	
ECED-325	Foundations of Reading and Language Structure	3
ECED-331	Literacy in the Primary Grades	3
ECED-332	Instructional Tools for the Teaching of Reading	3

BS - Early Childhood Education (Non-licensure Track)

Indiana Wesleyan University's Bachelor of Science Early Childhood Education (Non-Licensure Track) program is an undergraduate lock-step program emphasizing the knowledge, skills, and dispositions of an early childhood educator. This program also includes a minor in Reading. The B.S. in Early Childhood Education program prepares adults to meet the physical, social, emotional, and cognitive needs of children from birth through age eight. Upon completion of the program, candidates will demonstrate the abilities and responsibilities associated with leadership in the early childhood profession.

Although this program prepares candidates to work in various Early Childhood settings, it does not lead to recommendation for licensure. Candidates will participate in multiple field experiences throughout this program. Field experiences occur in a variety of early learning environments and include increasingly interactive experiences in serving learning, volunteering, and teaching. Through field experiences, candidates gain real-world experience working with children, families, and communities.

Upon completion of the program, candidates will demonstrate the ability to:

- Exhibiting School of Learning and Development professional dispositions, demonstrating moral decision-making, upholds ethical standards with all stakeholders; reflecting Christ-like behavior as the foundation of work with families, young children, and communities. (NAEYC 6.a, 6.b, & 6.c)
- Actively promoting child development and developmentally appropriate learning experiences for all children in child care, classroom, home, and community settings, (NAEYC 1.a, 1.b, & 1.c)
- Creating safe, healthy, respectful, supportive, and challenging learning environments, where young children have access to quality learning opportunities that inspire and set the stage for growth across the developmental domains. (NAEYC 1.c)
- Exhibiting knowledge and understanding of the dynamics of diverse family and community characteristics; honoring diverse cultural values, language, and norms by encouraging a child's learning connectedness to home. (NAEYC 1.b)
- Considering contextual factors, learning cycle choices, development, and environment to proactively determine appropriate setting and behavior management procedures and practices; Initiating and thinking professionally in a timely manner to address management concerns. (NAEYC 5.c & 6.c)
- Designing developmentally appropriate content-rich purposeful curriculum emphasizing the integration of topics and disciplines; Integrating academic standards, child development, impacting contextual factors and individual/group interests, needs, learning styles. (NAEYC 5.a)
- Facilitating positive, respectful, and reciprocal relationship-based interactions as a foundation to support, empower, and engage young children and families. (NAEYC 2.a, 2.b, & 2.c)
- Applying constructivist (Vygotsky) theoretical framework into practice throughout academic disciplines to design and support inquiry-based, play-based, open-ended, project-based, and problem-based learning experiences. (NAEYC 4.a, 4.b, 4.c, & 5.b)
- Participating in informed advocacy for young children, families, and the early childhood profession through multiple types of advocacy (citizen, issue-based, self-group, peer, statutory, family & friend). (NAEYC 3.d, 6.d, & 6.e)
- Evaluating and implementing developmentally appropriate effective approaches when selecting a wide variety of tools, resources, and strategies to meet the unique needs of all learners including: technology, inquiry-based, project based, problem-based, UDL, RI, differentiation practices. (NAEYC 3.c, 4.b, 4.c, 4.d, 5.c, & 6.c)
- Demonstrating skills in systematic and responsible observing, documenting, assessing, analyzing, and reporting data to support early learning. (NAEYC 3.a, 3.b, 3.c, 4.d, & 5.c)

- Practicing servant leadership philosophy and principles in approach to clinical and service experiences, serving by putting the needs of others first, sharing power, aspiring to lead after trust and relations are earned and built, helping young children, families, and communities develop and perform as highly as possible. . (NAEYC 2.b, 6.a, 7.a, 7.b)

Admission Requirements

All applicants to the non-licensure track must have:

- Proof of high school graduation or GED certification.
-

Submit a signed FERPA Release Form.

•

Proof of up-to-date TB test.

•

Most current vaccination record.

•

A signed Field Placement Requirement Notification form.

- Applicants who do not hold a valid license in the field of education will be required to submit a criminal history background check conducted at the applicant's expense. Admission to and/or progression in designated programs will be based upon criteria set in the Criminal History Background Check Admissions Policy.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- NOTE: Applicants should be aware that Indiana State Legislation has mandated that expanded background checks are required for those working with students in Indiana schools. Applicants will also be required to adhere to any additional State Mandates required for educators. Though candidates will be required to submit an initial background check and other documentation that is acceptable to the university as part of their application materials, those successful submissions, will only serve to gain admittance to that academic program. All accepted candidates should understand, that at the candidate's expense, additional background checks, proof of mandated trainings, and/or health related documentation will most likely be required before participating in clinical experiences.
- Prior completion of at least 48 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the candidate is eligible to start a bachelor core program.

Program Requirements

- All BS Early Childhood Non-Licensure Program students desiring to move to the Licensure Track must meet all admission requirements from the Licensure Track and must contact the Advising Team to have this requirement verified and completed by the end of their ECED-325 course. Candidates not completing this requirement by the end of ECED-325 will not have the option to move to the Licensure Track at a later date.
- The BS-Early Childhood Non-Licensure Program is a lock-step program. Students who are unable to complete an ECED course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another

group of students if arrangements are made with the Registration Change Counselor and the School of Integrated Learning and Development. Tuition and fees will be charged for repeating the course.

Clinical Experience Requirements

- Field experiences are required for several courses in this program. However, a student teaching experience is not included in this non-licensure track.
- Removal from any field experience may result in the candidate being permanently withdrawn from the program and being issued a failing grade.

Graduation Requirements

To graduate from Indiana Wesleyan University with a Bachelor degree in Early Childhood Education, the following requirements must be met:

- Completion of 120 credit hours.
- Completion of the required prerequisite and core courses with a minimum grade of "C" and a minimum GPA of 2.75.
- A minimum cumulative GPA of 2.50 or higher.
- Completion of 30 hours of general education requirements as specified (General Education Requirements (p. 336)).
- Provide passing scores for all required state licensure content and pedagogy examinations.
- Payment of all tuition and fees is required to receive a diploma.

Early Childhood Education (BS) - Non-Licensure Track - Program of Study

Prerequisites

Candidates may be enrolled in the Early Childhood Education (BS) Non-Licensure Track Program of Study, but must complete the following courses prior to starting the Core Courses.

ECED-101	Foundations of Early Childhood	3
ECED-105	Child Growth and Development	3
ECED-125	Current Issues and Trends in Early Childhood	3
ECED-130	Parents, Families, and Communities As Partners	3
ECED-135	Emergent Literacy	3

Core Courses

ECED-305	Educational Psychology for Early Learners	3
ECED-301	Infant/Toddler Care-on-Demand Environments	3
ECED-302	Infant/Toddler Curriculum, Instruction, Assessment	3
ECED-303	Literature Focused Preschool Environments	3
ECED-304	Preschool Curriculum, Instruction, Assessment	3
ECED-322	Early Childhood Special Education	3
ECED-325	Foundations of Reading and Language Structure	3
ECED-332	Instructional Tools for the Teaching of Reading	3
ECED-331	Literacy in the Primary Grades	3
ECED-401	STEM Concepts in the Primary Grades	3
ECED-405	Social Studies and Fine Arts in the Primary Grades	3

ECED-411	Classroom Management in the Primary Grades	3
ECED-422	Advocacy Internship in Early Childhood	3

Minor in Reading

The minor in Reading is comprised of five previously completed prerequisite (ECED-135) and core (ECED-303, ECED-325, ECED-331, ECED-332) courses.

ECED-135	Emergent Literacy	3
ECED-303	Literature Focused Preschool Environments	3
ECED-325	Foundations of Reading and Language Structure	3
ECED-331	Literacy in the Primary Grades	3
ECED-332	Instructional Tools for the Teaching of Reading	3

BS - Integrative Studies - Early Childhood Teacher Training

The Bachelor of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 120 credits, including both general education requirements and a concentration or minor in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning in relation to a Christian worldview.

The Integrative Studies major may not be taken as an additional major or degree. This major is not available for students who have completed other IWU Bachelor programs.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Integrative Studies should be able to:

- Explain connections between life experiences and fields of study.
- Synthesize examples, facts, or theories from more than one field of study or perspective.
- Solve problems by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with the knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies (CAPS) are as follows:

- Proof of high school graduation or GED certification.

- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
- A maximum of 40 credit hours may be earned through the assessed learning process toward the required 60.

Concentration or Minor Requirements

- Twenty-one semester hours in concentration area or minor with a GPA of 2.25.
- Fifteen hours of the concentration or minor must be completed at IWU.

Graduation Requirements

To graduate with a baccalaureate degree the following requirements must be met:

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of concentration or minor requirements with a GPA of 2.25 or higher.
- Completion of 30 semester hours of general education requirements as specified or by transferred academic category equivalents. See the requirements for Bachelor of Science degrees (General Education Requirements (p. 336)). (p. 336)
- Completion of 30 semester hours of upper-level courses (300-400 level).
- Payment of all tuition and fees is required to receive a diploma.

Integrative Studies (BS) - Early Childhood Teacher Training Concentration Program of Study

Foundational Course

GEN-111	Foundations of Lifelong Learning	3

Integrative Studies Core

UNV-104	Introduction to Integrative Learning	1
UNV-120	Career Development	3
UNV-401	Integrative Learning Advanced Capstone	2

Early Childhood Teacher Training Concentration

21 hours of Early Childhood Teacher Training courses; 15 hours of the concentration must be completed at IWU.

ECED-105	Child Growth and Development	3
ECED-130	Parents, Families, and Communities As Partners	3
ECED-301	Infant/Toddler Care-on-Demand Environments	3
ECED-304	Preschool Curriculum, Instruction, Assessment	3
ECED-401	STEM Concepts in the Primary Grades	3
ECED-331	Literacy in the Primary Grades	3
ECED-411	Classroom Management in the Primary Grades	3

Upper Division Requirement

30 hours must be upper-level (300-400 level courses).

BS - Integrative Studies - Elementary Teacher Training

The Bachelor of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 120 credits, including both general education requirements and a concentration or minor in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning in relation to a Christian worldview.

The Integrative Studies major may not be taken as an additional major or degree. This major is not available for students who have completed other IWU Bachelor programs.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Integrative Studies should be able to:

- Explain connections between life experiences and fields of study.
- Synthesize examples, facts, or theories from more than one field of study or perspective.
- Solve problems by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with the knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies (CAPS) are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
- A maximum of 40 credit hours may be earned through the assessed learning process toward the required 60.

Concentration or Minor Requirements

- Twenty-one semester hours in concentration area or minor with a GPA of 2.25.
- Fifteen hours of the concentration or minor must be completed at IWU.

Graduation Requirements

To graduate with a baccalaureate degree the following requirements must be met:

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of concentration or minor requirements with a GPA of 2.25 or higher.
- Completion of 30 semester hours of general education requirements as specified or by transferred academic category equivalents. See the requirements for Bachelor of Science degrees (General Education Requirements (p. 336)). (p. 336)
- Completion of 30 semester hours of upper-level courses (300-400 level).
- Payment of all tuition and fees is required to receive a diploma.

Integrative Studies (BS) - Elementary Teacher Training Concentration Program of Study

Foundational Course

GEN-111	Foundations of Lifelong Learning	3

Integrative Studies Core

UNV-104	Introduction to Integrative Learning	1
UNV-120	Career Development	3
UNV-401	Integrative Learning Advanced Capstone	2

Elementary Teacher Training Concentration

21 hours of Elementary Teacher Training courses; 15 hours of the concentration must be completed at IWU.

EDUT-210	Elementary Instructional Planning	3
EDUT-205	Educational Psychology for Elementary Educators	3
EDUT-245	Assessment in the Elementary Classroom	3
EDUT-320	Teaching Phonics for Elementary Educators	3
EDUT-321	Teaching Comprehension, Vocabulary, and Writing for Elementary Educators	3
EDUT-450	Methods of Teaching for the Elementary Classroom	3
EDUT-448	Elementary Classroom Management	3

Upper Division Requirement

30 hours must be upper-level (300-400 level courses).

BS - Integrative Studies - Elementary Teacher Training with Elementary Education Minor

The Bachelor of Science degree with a major in Integrative Studies is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences. The Integrative Studies major may not be taken as an additional major or degree, and is not available for students who have completed other IWU Bachelor programs.

The concentration in Elementary Teacher Training emphasizes the major theories and concepts related to learning processes, child development, literacy development, and classroom management.

The minor in Elementary Education is structured to enhance and expand upon candidates' existing subject matter expertise, assessment knowledge, and differentiated instructional practices to elementary learning environments. The curriculum emphasizes methods of teaching in the content areas, meeting the learning needs of diverse students, providing literacy

assessment and instruction, and experiencing a hands-on student-teaching experience. The minor meets accreditation and licensure requirements to recommend graduates for Elementary Generalist K-6 teacher licensure in Indiana.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Integrative Studies should be able to:

- Explain connections between life experiences and fields of study.
- Synthesize examples, facts, or theories from more than one field of study or perspective.
- Solve problems by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with the knowledge and skills from fields of study and the liberal arts.
- Demonstrate professional, moral, and ethical behaviors and dispositions grounded in related biblical principles.
- Implement methods of teaching in specific content areas that are appropriate for elementary learners.
- Apply concepts that meet the learning needs of elementary learners with diverse backgrounds and different abilities.
- Apply best practices, including data-driven decision making, in instructional planning and delivery.
- Communicate with stakeholders in the field of education. Design a safe, productive, equitable, and inclusive learning environment using sound classroom management strategies and high standards for all elementary learners.
- Design a safe, productive, equitable, and inclusive learning environment using sound classroom management strategies and high standards for all elementary learners.

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies (CAPS) are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
- A maximum of 40 credit hours may be earned through the assessed learning process toward the required 60.
- A criminal history background check that meets School of Integrated Learning and Development guidelines.
- A signed FERPA Release Form.

NOTE: Applicants should be aware that Indiana State Legislation has mandated that expanded background checks are required for those working with students in Indiana schools. Applicants will also be required to adhere to any additional State Mandates required for educators. Though candidates will be required to submit an initial background check as a part of their application materials, this background check will only serve to gain admittance to the academic program. School corporations are governed by a locally elected Board of Trustees who set policy for their school corporation. All accepted candidates should understand that additional background checks at the candidate's expense may be required by school corporations before participating in clinical experiences.

Minor Requirements

- All candidates will be required to provide passing scores for Indiana's approved content area examination(s) based on the following schedule, or will be administratively withdrawn from the program:
 - If scheduled for student teaching in September, testing is due the preceding April 1st.

- If scheduled for student teaching in January, testing is due the preceding September 1st.
- Candidates who are unable to complete a course or who receive an unsatisfactory grade will repeat that course before moving on in the program. Tuition and fees will be charged for repeating the course.

Clinical Experience Requirements

- All candidates must complete field experiences throughout the program as well as a 14-week full-time student teaching experience in a K-6 classroom.
- All course work from the concentration and the minor prior to student teaching must be completed with a minimum grade of no less than “C” in each course to be eligible to student teach.
- All clinical placements will be made by the Office of Clinical Experiences, unless otherwise outlined in course curriculum. Candidates are not to contact any school or attempt to secure their own student teaching assignment at any time.
- Removal from a clinical experience may result in the candidate not passing the course and/or being permanently withdrawn from the program.

Graduation Requirements

To graduate with a baccalaureate degree the following requirements must be met:

- Completion of 120 semester hours.
- Completion of 30 semester hours of general education requirements as specified or by transferred academic category equivalents. See the requirements for Bachelor of Science degrees (General Education Requirements (p. 336)). (p. 336)
- Completion of 30 semester hours of upper-level courses (300-400 level).
- Cumulative GPA of 2.0 or higher.
- Completion of concentration and minor requirements with a GPA of 2.75 or higher.
- Successfully complete all Clinical Experience requirements associated with the program.
- Provide passing scores for all required state licensure content and pedagogy examinations.
- Payment of all tuition and fees is required to receive a diploma.

Upon completion of the candidate’s Bachelor of Science degree with a major in Integrative Studies, a concentration in Elementary Teacher Training, and a minor in Elementary Education (Indiana licensure) program, candidates will be recommended for K-6 Educator Licensure in the state of Indiana. Candidates seeking licensure in states other than Indiana bear the responsibility to determine whether completion of the program will meet the academic and assessment requirements of the state in which licensure is sought.

Integrative Studies (BS) - Elementary Teacher Training Concentration - Elementary Education Minor Program of Study

Foundational Course

GEN-111	Foundations of Lifelong Learning	3
PHE-140	Concepts of Wellness	2
ENG-140	College Writing	3
ENG-141	Research and Writing	3
MAT-108	Modern Concepts of Mathematics	3
PHY-101	Physical Science of Everyday Phenomena	3
HST-102	American History II	3
HST-160	Western Civilization	3
FINA-180	Humanities Fine Arts	3

Integrative Studies Core

UNV-104	Introduction to Integrative Learning	1
UNV-120	Career Development	3
UNV-401	Integrative Learning Advanced	2

Capstone

Elementary Teacher Training Concentration

EDUT-210	Elementary Instructional Planning	3
EDUT-205	Educational Psychology for Elementary Educators	3
EDUT-245	Assessment in the Elementary Classroom	3
EDUT-320	Teaching Phonics for Elementary Educators	3
EDUT-321	Teaching Comprehension, Vocabulary, and Writing for Elementary Educators	3
EDUT-448	Elementary Classroom Management	3
EDUT-450	Methods of Teaching for the Elementary Classroom	3

Elementary Education Minor

The minor includes two previously completed concentration courses (EDUT-448, EDUT-450).

EDUT-448	Elementary Classroom Management	3
EDUT-450	Methods of Teaching for the Elementary Classroom	3
EDUT-455	Teaching Methods in the Elementary Content Areas	3
EDUT-470	Elementary Students with Diverse and Different Learning Needs	3
EDUT-475	Literacy Assessment and Intervention for Elementary Educators	3
EDUT-490A	Student Teaching in the Elementary Classroom	3
EDUT-490B	Student Teaching in the Elementary Classroom	3

BS - Integrative Studies - Secondary Teacher Training

The Bachelor of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 120 credits, including both general education requirements and a concentration or minor in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning in relation to a Christian worldview.

The Integrative Studies major may not be taken as an additional major or degree. This major is not available for students who have completed other IWU Bachelor programs.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Integrative Studies

should be able to:

- Explain connections between life experiences and fields of study.
- Synthesize examples, facts, or theories from more than one field of study or perspective.
- Solve problems by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with the knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies (CAPS) are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
- A maximum of 40 credit hours may be earned through the assessed learning process toward the required 60.

Concentration or Minor Requirements

- Twenty-one semester hours in concentration area or minor with a GPA of 2.25.
- Fifteen hours of the concentration or minor must be completed at IWU.

Graduation Requirements

To graduate with a baccalaureate degree the following requirements must be met:

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of concentration or minor requirements with a GPA of 2.25 or higher.
- Completion of 30 semester hours of general education requirements as specified or by transferred academic category equivalents. See the requirements for Bachelor of Science degrees (General Education Requirements (p. 336)). (p. 336)
- Completion of 30 semester hours of upper-level courses (300-400 level).
- Payment of all tuition and fees is required to receive a diploma.

Integrative Studies (BS) - Secondary Teacher Training Concentration Program of Study

Foundational Course

GEN-111	Foundations of Lifelong Learning	3

Integrative Studies Core

UNV-104	Introduction to Integrative Learning	1
UNV-120	Career Development	3
UNV-401	Integrative Learning Advanced Capstone	2

Secondary Teacher Training Concentration

21 hours of Secondary Teacher Training courses; 15 hours of the concentration must be completed at IWU.

EDUT-211	Learning Processes of Secondary Students	3
EDUT-215	Educational Psychology for Secondary Teachers	3
EDUT-275	Assessment in Secondary Education	3
EDUT-360	Building Literacy in Secondary Students	3
EDUT-361	Content Area Learning for Secondary Students	3
EDUT-478	Secondary Teaching Methods	3
EDUT-480	Classroom Management for Secondary Teachers	3

Upper Division Requirement

30 hours must be upper-level (300-400 level courses).

Graduate Certificate Programs

Graduate Certificate - Biology

The Graduate Biology Certificate is an 18 hour certificate designed for those seeking the credentials required by regional accrediting bodies in order to be able to teach advanced placement, concurrent, community college, or undergraduate Biology courses. The courses provide broad understanding of the field of biological science while strengthening scientific knowledge and communication, critical thinking, quantitative skills in fundamental domains, and analysis from a biblical worldview.

Upon completion of this program, students should be able to:

- Analyze then synthesize scientific knowledge in biology effectively. (Scientific Knowledge)
- Demonstrate critical thinking skill by evaluating and explaining biological scientific information accurately. (Critical Thinking Skills)
- Develop quantitative skills for evaluating and solving quantitative biological problems that can be modeled mathematically. (Quantitative Skills)
- Formulate a biblical worldview utilizing the attained scientific knowledge in biology. (Christian Knowledge and Integration)

Admission Requirements

The admission requirements for the Graduate Certificate in Biology are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A bachelor's degree with a Biology major or be state certified (in any state) to teach Biology at a secondary school level.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.

Completion Requirements

To complete the Certificate in Biology candidates must show evidence of the following:

- Successful completion of 18 credit hours in the Graduate Biology Certificate curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a certificate.

Graduate Certificate-Biology Program of Study

Biology Certificate Courses

Choose 18 credit hours from the following:

BIOL-501	Biological Chemistry	3
BIOL-502	Cell Biology	3
BIOL-503	Systems Biology	3
BIOL-504	Genetics	3
BIOL-505	Human Physiology	3
BIOL-506	Microbiology	3
BIOL-507	Advanced Environmental Biology	3

Graduate Certificate - Early Childhood License Addition

This program is available to candidates who possess an existing Indiana Teaching License issued by the Indiana Department of Education (IDOE). The Early Childhood certificate is a graduate level, non-degree program structured to prepare Indiana licensed teachers to add an Early Childhood P-3 license to their existing license. Out-of-state candidates must first obtain a reciprocal license with IDOE before being allowed to add a new grade level.

Upon completion of this program, students should be able to:

- Demonstrate professional, moral, and ethical behaviors grounded in related Christ-like principles.
- Apply subject matter and assessment knowledge to teaching and learning experiences using a variety of pedagogical methods and technologies at the early childhood level.

Admission Requirements

All applicants must have:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A criminal history background check that meets School of Integrated Learning and Development guidelines. The background check is not required for currently employed teachers.
- Submit a signed FERPA Release Form.
- Supporting documentation of the following:
 - Copy of a valid, but not necessarily current, Indiana Teaching License issued by the IDOE.
 - Letter of agreement that confirms candidate's access to a childcare center and P-3 classroom.

NOTE: Applicants should be aware that Indiana State Legislation has mandated that expanded background checks are required for those working with students in Indiana schools. Applicants will also be required to adhere to any additional State Mandates required for educators. Though candidates will be required to submit an initial background check that is acceptable to the university as a part of their application materials, that successful background report will only serve to gain admittance to that academic program. School corporations are governed by a locally elected Board of Trustees who set policy for their school corporation. All accepted students should understand that additional background checks will most likely be required by school corporations before participating in clinical experiences.

Clinical Experience Requirements

- All candidates must complete field experiences throughout the program.

- All clinical placements will be made by the Office of Clinical Experiences, unless otherwise outlined in the course curriculum.
- Failure to complete or removal from a clinical experience may result in the candidate not passing the course and/or being permanently withdrawn from the program.

Completion Requirements

To complete this certificate, a candidate must:

- Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-."
- Successfully complete all Clinical Experience requirements associated with the program.
- Payment of all tuition and fees is required to receive a certificate.

Graduate Certificate - Early Childhood License Addition Program of Study

Core Courses

EDUT-514	Foundations in Early Childhood Development	3
EDUT-532	Reading and Writing in Emergent Literacy	3
EDUT-533	The Preschool Learning Environment	3
EDUT-534	Primary Grade Curriculum, Instruction, Assessment, and Management	3

Graduate Certificate - Elementary License Addition

This program is available to candidates who possess an existing Indiana Teaching License issued by the Indiana Department of Education (IDOE). The Elementary certificate is a graduate level, non-degree program structured to prepare Indiana licensed teachers to add an Elementary K-6 license to their existing license. Out-of-state candidates must first obtain a reciprocal license with IDOE before being allowed to add a new grade level.

Upon completion of this program, students should be able to:

- Demonstrate professional, moral, and ethical behaviors grounded in related Christ-like principles.
- Apply subject matter and assessment knowledge to teaching and learning experiences using a variety of pedagogical methods and technologies at the elementary level.

Admission Requirements

All applicants must have:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A criminal history background check that meets School of Integrated Learning and Development guidelines. The background check is not required for currently employed teachers.
- Submit a signed FERPA Release Form.
- Supporting documentation of the following:
 - Copy of a valid, but not necessarily current, Indiana Teaching License issued by the IDOE.
 - Letter of agreement that confirms candidate's access to a K-6 classroom.

NOTE: Applicants should be aware that Indiana State Legislation has mandated that expanded background checks are required for those working with students in Indiana schools. Applicants will also be required to adhere to any additional State Mandates required for educators. Though candidates will be required to submit an initial background check that is acceptable to the

university as a part of their application materials, that successful background report will only serve to gain admittance to that academic program. School corporations are governed by a locally elected Board of Trustees who set policy for their school corporation. All accepted students should understand that additional background checks will most likely be required by school corporations before participating in clinical experiences.

Clinical Experience Requirements

- All candidates must complete field experiences throughout the program.
- All clinical placements will be made by the Office of Clinical Experiences, unless otherwise outlined in the course curriculum.
- Failure to complete or removal from a clinical experience may result in the candidate not passing the course and/or being permanently withdrawn from the program.

Completion Requirements

To complete this certificate, a candidate must:

- Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-."
- Successfully complete all Clinical Experience requirements associated with the program.
- Payment of all tuition and fees is required to receive a certificate.

Graduate Certificate - Elementary License Addition Program of Study

Core Courses

EDUT-550	Methods of Teaching the Elementary School Curriculum	3
EDSE-505	Foundations of Special Education	3
EDUT-521	Literary Assessment and Intervention in the Elementary Classroom	3
EDUT-520	Foundations in Phonics and Language Structure	3

Graduate Certificate - English

The Graduate Certificate in English includes 18-credit hours of English designed for those seeking the credentials required by various regional accrediting bodies in order to be able to teach advanced placement, concurrent, and community college English courses. Those completing this program gain knowledge and skills in the following areas: the history and structure of the English language, the theory and practice of rhetorical analysis, synthesis, and argumentation, and formalist and cultural interpretations of a focused selection of poetic, dramatic, and fictional texts. While taking these courses in the recommended order has benefits, the program is designed so that students may successfully complete the courses in the order that is most convenient for them.

Upon completion of this program, students should be able to:

- Explain key structures and the importance of major historical developments in the English language.
- Create rhetorically-effective, evidence-based rhetorical analysis, synthesis, and argumentation by effectively using the writing process and applying key composition theories.
- Evaluate literature using biblical principles.
- Interpret fiction, non-fiction, poetry, and drama using both formalist and cultural critical approaches.

Admission Requirements

The admission requirements for the Graduate Certificate in English are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.

- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

Completion Requirements

To complete the Certificate in English candidates must show evidence of the following:

- Successful completion of the Certificate curriculum with a minimum grade of "B-" in each certificate course.
- Cumulative GPA of 3.0 or above in all graduate work.
- Payment of all tuition and fees is required to receive a certificate.

Graduate Certificate - English Program of Study

English

ENGL-501	The Structure of Modern English	3
ENGL-502	Theory and Practice of Writing	3
	Rhetorical Analyses	
ENGL-503	Theory and Practice of Synthesis and Argumentative Writing	3
ENGL-510	Fiction and Culture	3
ENGL-511	Drama and Culture	3
ENGL-512	Poetry and Culture	3

Graduate Certificate - English as a New Language

The English as a New Language program is designed for teachers who have a bachelor's degree and at least one year of teaching experience. Candidates will complete a 15-credit hour program that is aligned to the TESOL Association's professional standards and the Council for the Accreditation of Teacher Education's advanced-level program standards. Field or clinical experiences are required.

The 15-credit post-baccalaureate program in English as a New Language (ENL) identifies knowledge and skills based on current TESOL standards and develops candidates to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P-12 perspective. The program of study prepares candidates for an Indiana ENL endorsement, P-12. The 15-credit hours of English as a New Language courses are designed to provide participants with methods and materials to deepen their teaching ability and help their own students learn, including culturally responsive teaching, ethics and faith, and research and technology tools. It aligns to the Council for the Accreditation of Educator Preparation's advanced-level program standards. Course instruction is designed to model best practices and procedures in the classroom.

This program is a pathway for training for those who need to take the Indiana ENL assessment. In addition, this program is open to candidates from all states and countries; these candidates are responsible for determining how the Indiana endorsement could be applied to a license issued by another state or jurisdiction. This could include teachers and leaders in the following schools: International schools, ACSI schools both stateside and overseas, charter, and private schools.

Candidates who have completed this program should be able to:

- Articulate the progress of language acquisition and development and the role this process plays in students' educational experience.
- Recognize that students' primary culture plays a crucial role in their adaptation to school.
- Facilitate instruction by creating a supportive environment and implementing the appropriate activities that promote learning for English language learners.
- Use formal assessments and informal assessment strategies that include methods to promote learner development.
- Build partnerships and serve as experts to support students, colleagues, and other stakeholders to benefit CLD/ENL students.
- Apply Christ-like leadership by modeling personal integrity, communication skills, cultural responsiveness, and ethical/legal decision-making.

Admission Requirements

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Candidates need:
 - A valid (but not necessarily current) state teacher's license. (Not required for non-licensure candidates.)
 - At least one year of teaching experience from an approved and accredited public, private, or parochial P-12 school in the United States or abroad. (Not required for non-licensure candidates.)
 - Supporting documentation demonstrating access to students with ENL needs to complete clinical experiences in a P-12 classroom.
- Submit a signed School of Integrated Learning and Development FERPA release form.

Clinical Experience Requirements

Clinical or field experiences are required. Candidates may complete field experience within their own classroom or school.

Licensure Testing

Candidates who wish to be recommended for the Indiana license endorsement for English as a New Language must satisfy all completion requirements and receive a passing score on the required Indiana state English Learner assessment.

Completion Requirements

To complete the English as a New Language certificate, candidates must:

- Successfully complete the program requirements.
- Possess a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a certificate.

English as a New Language Certificate - Program of Study

Core Courses

EDEL-510	Language Acquisition in Classroom Instruction	3
EDEL-520	The Impact of Culture in the Classroom for the CLD/ENL Teacher	3
EDEL-530	Instructional Strategies for the CLD/ENL Student	3
EDEL-540	Classroom Assessment for the CLD/ENL Student	3
EDEL-550	Developing Vital Partnerships and Advocacy in a CLD/ENL Program	3

Graduate Certificate - English as a New Language Teacher Training

The English as a New Language (ENL) Teacher Training program is a graduate level, non-licensure program structured to prepare candidates to apply subject matter expertise, assessment knowledge, and differentiated instructional practices to technology rich learning environments for today's English Language Learners.

This program does not lead to initial or additional educator licensure. This program is available to candidates who want to develop an understanding of educating English Language Learners or who need to prepare for a Transition to Teaching – English as a New Language program.

Upon completion of this program, students should be able to:

- Articulate the progress of language acquisition and development and the role this process plays in Culturally Linguistically Diverse/English Language Learners' educational experiences.
- Describe school, district, and governmental policies and legislation that impact English Language Learner's rights in a plan for advocacy for resources to support Culturally Linguistically Diverse/English Language Learners.
- Demonstrate knowledge of second language acquisition theory and developmental process of language by evaluating and applying them in the Culturally Linguistically Diverse/English Language Learners classroom.
- Identify diverse cultural and linguistic needs and technologies to develop culturally responsive learning plans with high standards for Culturally Linguistically Diverse/English Language Learners.
- Administer appropriate assessments and analyze data from multiple sources to make data-driven instructional decisions for P-12 Culturally Linguistically Diverse/English Language Learners.
- Consider the input of other educators, school personnel, and families to create and modify materials, resources, and technologies to support Culturally Linguistically Diverse/English Language Learners.
- Apply Christ-like leadership by modeling personal integrity, communication skills, cultural responsiveness, and ethical/legal decision-making to build partnerships and serve as experts in supporting students, colleagues, and other stakeholders to benefit Culturally Linguistically Diverse/English Language Learners.
- Engage in supervised teaching to demonstrate collaboration with teaching partners and self-reflection to develop professional skills in working with Culturally Linguistically Diverse/English Language Learners.
- Demonstrate research-based knowledge of how and when P-12 students learn, addressing developmental and motivational stages.

Admission Requirements

All applicants must have:

- Earned a baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A criminal history background check that meets School of Integrated Learning and Development guidelines.
- Submit a signed FERPA Release Form.

NOTE: Applicants should be aware that Indiana State Legislation has mandated that expanded background checks are required for those working with students in Indiana schools. Applicants will also be required to adhere to any additional State Mandates required for educators. Though candidates will be required to submit an initial background check that is acceptable to the university as a part of their application materials, that successful background report will only serve to gain admittance to that academic program. School corporations are governed by a locally elected Board of Trustees who set policy for their school corporation. All accepted students should understand that additional background checks will most likely be required by school corporations before participating in clinical experiences.

Clinical Experience Requirements

- All candidates must complete field experiences throughout the program.
- All coursework must be completed with a minimum grade of no less than "B-" in each course.
- All clinical placements will be made by the Office of Clinical Experiences, unless otherwise outlined in the course curriculum.
- Failure to complete or removal from a clinical experience may result in the candidate not passing the course and/or being permanently withdrawn from the program.

Completion Requirements

To successfully complete the English as a New Language Teacher Training certificate, candidates must have completed the following:

- Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-."
- Successfully complete all field and clinical experience requirements in the courses.
- Payment of all tuition and fees is required to receive a certificate.

Graduate Certificate - English as a New Language Teacher Training Program of Study

Core Courses

EDUT-563	Learning Processes, Diversity, and Development of P-12 Students	3
EDEL-515	Language Acquisition Theory and Practices	3
EDEL-545	Classroom Assessment for CLD/EL Students	3
EDEL-535	Instructional Practices for Culturally Linguistically Diverse/English Language Learners	3
EDUT-573	Reading Strategies and the P-12 Learning Environment	3
EDUT-583	Methods and Assessment for P-12 Educators	3

Graduate Certificate - Mathematics

The Graduate Mathematics certificate is an 18-hour concentration designed for those seeking the credentials required by many regional accrediting bodies in order to be able to teach advanced placement, concurrent early college, and community college Mathematics courses. This certificate provides a broad understanding of the field of mathematics, while strengthening mathematical communication and analysis. As this course set is taught in a Christian environment, it is designed to nurture Christian faith and understanding.

Upon completion of this program, students should be able to:

- Interpret a breadth of mathematical knowledge effectively.
- Evaluate mathematical information accurately.
- Synthesize critical thinking and quantitative skills to analyze problems that can be modeled mathematically.
- Synthesize biblical knowledge with the attained quantitative knowledge.

Admission Requirements

The admission requirements for the Graduate Certificate in Mathematics are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A bachelor's degree with a Mathematics major or must be state certified (in any state) to teach Mathematics at a secondary school level.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.

Completion Requirements

To complete the Certificate in Mathematics candidates must show evidence of the following:

- Successful completion of the Graduate Mathematics Certificate curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successful completion of admission, mid-program review, and completion gateways.
- Payment of all tuition and fees is required to receive a certificate.

Graduate Certificate - Mathematics Program of Study

Mathematics Certificate Courses

MATH-501	Linear Algebra	3
MATH-502	Abstract Algebra	3
MATH-503	Advanced Calculus	3
MATH-504	Real Analysis	3
MATH-505	Statistical Methods I	3
MATH-506	Modern Geometry	3

Graduate Certificate - Online Teaching and Learning

The Graduate Certificate in Online Teaching and Learning is a 15-credit hour lock-step graduate certificate and is designed to provide a solid foundation in learning, technology, design, evaluation, and instructional theories related to online learning and the creation of effective online courses. Candidates will gain experience with a broad range of technology tools and strategies commonly used in online education with multiple opportunities to apply this knowledge in authentic online instructional settings relevant to P-12 online learning environments. The graduate certificate can be applied toward the Master of Science with a major in Online Teaching and Learning. This program is aligned to the Council for the Accreditation of Educator Preparation's (CAEP) advanced-level program standards and the International Society for Technology in Education (ISTE) for Educators standards.

Candidates who have completed this program should be able to:

- Apply professional ethics and a biblical worldview to teaching and learning, research, technologies, instructional design, assessment strategies, and course development for P-12 online environments.
- Analyze current research, theories, methodologies, practices, and standards for online teaching and learning.
- Evaluate appropriate technologies and tools for optimal student learning and engagement.
- Design authentic learning experiences and assessments using the instructional design process.
- Demonstrate effective online systematic instructional design.

Admission Requirements

To meet the admission requirements for this certificate program, candidates must:

- Have completed a baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Experience in an education environment.

Graduation Requirements

To complete the graduate certificate in Online Teaching and Learning, candidates must:

- Successfully complete the program curriculum.
- Maintain a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a certificate.

Online Teaching and Learning Certificate - Program of Study

Core Courses

EDUO-601	Teaching for Learning Online	3
EDUO-602	Engaging and Empowering Learning Through Technology	3
EDUO-603	Curriculum, Assessment, and Evaluation for the Online Learning Environment	3
EDUO-604	Fundamentals for Instructional Design for Online Learning	3
EDUO-605	Designing an Online Course	3

Graduate Certificate - Physics

The Graduate Physics Certificate is an 18-hour concentration designed for those seeking the credentials required by regional accrediting bodies in order to be able to teach advanced placement, concurrent, and undergraduate college Physics courses at an introductory level. The courses provide broad understanding of the field of Physics while strengthening scientific communication and analysis. Designed to be instructed in a Christian environment, the courses incorporate a pedagogical approach designed to nurture Christian faith and understanding.

Upon completion of this program, students should be able to:

- Analyze then synthesize scientific knowledge through the study of physics. (Scientific Knowledge)
- Demonstrate critical thinking skills by explaining scientific concepts associated with the study of physics. (Critical Thinking Skills)
- Evaluate then solve physics problems that can be modeled mathematically. (Quantitative Skills)
- Formulate a biblical worldview utilizing the attained scientific knowledge in physics. (Christian knowledge and integration)

Admission Requirements

The admission requirements for the Graduate Certificate in Physics are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A bachelor's degree with a Physics major or must be state certified (in any state) to teach Physics at a secondary school level.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.

Completion Requirements

To complete the Certificate in Physics candidates must show evidence of the following:

- Successful completion of the Graduate Physics Certificate curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a certificate.

Graduate Certificate - Physics Program of Study

Physics Certificate Courses

PHYS-501	Mathematical Methods for Physics	3
PHYS-502	Classical Mechanics	3
PHYS-503	Electromagnetism	3
PHYS-504	Quantum Mechanics I	3
PHYS-505	Quantum Mechanics II	3
PHYS-506	Modern Physics	3

Graduate Certificate - School Administration

The School Administration Program is the pathway to a building-level administrator's license for candidates who already completed a master's degree. It is a post-master's, non-degree licensure program leading to a building level administrator's license (P-12 in Indiana or PK-6, 4-9, or 5-12 in Ohio). The program identifies outcomes and expectations based on current school leadership principles and practices and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P-12 perspective. The program aligns to the National Educational Leadership Preparation (NELP) program recognition standards. For Indiana candidates, the program is aligned to the Rules for Educator Preparation and Accountability (REPA3) for building administrators. For Ohio candidates, the program is aligned to Ohio Standards for Principals. Candidates will develop and demonstrate proficiency through a variety of field experience activities and performance assessments. The program curriculum is 18 credit hours.

The School Administration Program provides a clinical, school-based learning experience for aspiring school leaders. Candidates are encouraged, empowered, and equipped to become visionary servant-leaders who model Christ-likeness.

Graduate Certificate - School Administration (Indiana)

Indiana Wesleyan University's School Administration (Indiana) Certificate is a post-master's program. It is designed for licensed teachers who have a master's degree and have at least two years of teaching experience.

The 18 credit-hour certificate in School Administration identifies outcomes and expectations based on current school leadership principles and practices and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P-12 perspective. It aligns to the National Educational Leadership Preparation (NELP) program recognition standards on which our accreditation is based.

This program is open to candidates from all states and countries and can lead to state licensure in Indiana.

Candidates who have completed this program should be able to:

- Understand and be able to apply Christ-like leadership principles that build the spiritual foundation critical to the success of a world-changer.
- Demonstrate competency in the following School of Integrated Learning and Development's dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Demonstrate the ability to facilitate collaborative vision, mission, values, goals, and a culture of continuous improvement in the buildings they will lead to change the world.
- Demonstrate instructional leadership by understanding and promoting best practices in teaching, with an acute focus on student learning and academic success.
- Demonstrate the ability to leverage school operations, manage resources, and provide a safe learning environment to ensure the success of all students.
- Demonstrate the ability to build diverse relationships that engage parents and the community in the learning process and share resources for student success and for the benefit of all stakeholders.
- Model personal integrity, fairness, accountability, cultural responsiveness, and ethical/legal decision-making, and expect the same from staff and students.

Admission Requirements

The admission requirements for the School Administration Certificate (Indiana) program are as follows:

- Have completed a master's degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). The degree must be verified on official transcripts and sent directly to Indiana Wesleyan University.
- Cumulative GPA of 3.0 or above in graduate level courses.
- Be currently employed in or have access to a P-12 public or non-public school in which the principal is willing to serve as a mentor for the internship phase of the program. Submission of a completed internship agreement with a building principal will be required prior to the start of the internship phase.
- Hold an initial, standard, provisional, proficient, or accomplished practitioner Instructional or School Counselor license. (Non-licensure candidates may have a private, state, international, ACSI, or charter school license).
- Have two years of full-time teaching experience on one of the licenses listed above in an approved and accredited public, private, or parochial elementary, secondary, or postsecondary school in the United States or abroad.

*Please note that in keeping with Indiana Department of Education licensure policy, experience gained by a teacher holding only an Emergency Permit, Provisional Permit, Transition to Teaching Permit, Career Specialist Permit, Charter School License, Substitute Permit, or Workplace Specialist II license is not acceptable as licenses of these types do not meet the prerequisite license requirements.

- Obtain recommendations from two school leaders (superintendent, principal, or assistant principal) who are qualified to judge the applicant's knowledge, skills, and dispositions in relation to pursuing the Graduate Certificate Program and/or a Building Level Administrator's license. (Non-licensure candidates may acquire letters from school, church, or mission leaders.)
- Submit a signed School of Integrated Learning and Development FERPA release form.

Field Experience Requirements

All candidates must complete a six-credit-hour internship spanning 7-8 months in accordance with NELP requirements.

Completion Requirements

To complete the School Administration (Indiana) Program candidates must:

- Successfully complete the SA curriculum.
- Possess a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Satisfy admission, mid-program review, and program completion gateways (p. 584).
- Payment of all tuition and fees is required to receive a certificate.

Indiana Candidates -- Successful completion of the Graduate Certificate School Administration program meets the academic requirements for recommendation for licensure. Additionally, candidates must complete other requirements of the Indiana Department of Education before a principal's license will be issued, including receiving a passing score on the related state assessment test, evidence of at least two years teaching or work experience as a teacher or school counselor on one of the following license types: initial, standard, provisional, proficient, or accomplished practitioner instructional or School Counselor license.

Other Candidates – Applicants who seek administrative licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU Graduate Certificate School Administration program will meet the academic and assessment requirements of the state in which licensure is sought.

School Administration Program (Indiana) - Program of Study

Core Courses

EDL-657	Collaborative Vision and Instructional Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-618	Professional, Legal, and Ethical Leadership	3
EDL-610	Community, Cultural, and Relational Leadership	3

EDL-612	Principal Internship I: Clinical Application of Leadership Principles	3
EDL-625	Principal Internship II: Clinical Application of Leadership Principles	3

Graduate Certificate - School Administration (Ohio)

Indiana Wesleyan University's School Administration (Ohio) Certificate is a postmaster's program. It is designed for licensed teachers who have a master's degree and have at least two years of teaching experience.

The 18 credit-hour certificate in School Administration identifies outcomes and expectations based on current school leadership principles and practices and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P-12 perspective. It aligns to the National Educational Leadership Preparation (NELP) program recognition standards on which our accreditation is based.

This program is open to candidates from all states and countries and can lead to state licensure in Ohio.

Candidates who have completed this program should be able to:

- Understand and be able to apply Christ-like leadership principles that build the spiritual foundation critical to the success of a world-changer.
- Demonstrate competency in the following School of Integrated Learning and Development's dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Demonstrate the ability to facilitate collaborative vision, mission, values, goals, and a culture of continuous improvement in the buildings they will lead to change the world.
- Demonstrate instructional leadership by understanding and promoting best practices in teaching, with an acute focus on student learning and academic success.
- Demonstrate the ability to leverage school operations, manage resources, and provide a safe learning environment to ensure the success of all students.
- Demonstrate the ability to build diverse relationships that engage parents and the community in the learning process and share resources for student success and for the benefit of all stakeholders.
- Model personal integrity, fairness, accountability, cultural responsiveness, and ethical/legal decision-making, and expect the same from staff and students.

Admission Requirements

The admission requirements for the School Administration Certificate (Ohio) are as follows:

- Have completed a master's degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). The degree must be verified on official transcripts and sent directly to Indiana Wesleyan University.
- Cumulative GPA of 3.0 or above in graduate level courses.
- Be currently employed in or have access to a P-12 public or non-public school in which the principal is willing to serve as a mentor for the internship phase of the program. Submission of a completed internship agreement with a building principal will be required prior to the start of the internship phase.
- Hold a standard or professional educator license. (Non-licensure candidates may have a private, state, international, ACSI, or charter school license.)
- Have two years of full-time teaching experience as a lead classroom teacher or teacher of record under a standard or professional educator license (or two years of work experience under a professional pupil services license) for the ages and grade levels for which the principal license is sought.

*Please note that in keeping with Ohio Department of Education licensure policy, experience gained by a teacher holding a substitute license or any alternative license, certificate, or permit is not acceptable as these do not meet the prerequisite requirements.

- Obtain recommendations from two school leaders (superintendent, principal, or assistant principal) who are qualified to judge the applicant's knowledge, skills, and dispositions in relation to pursuing the Graduate Certificate Program and/or an Educational Leadership license. (Non-licensure candidates may acquire letters from school, church, or mission leaders.)
- Submit a signed School of Integrated Learning and Development FERPA release form.

Field Experience Requirements

All candidates must complete a six-credit-hour internship spanning 7-8 months in accordance with NELP requirements.

Completion Requirements

To complete the School Administration (Ohio) Program candidates must:

- Successfully complete the SA curriculum.
- Possess a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Satisfy admission, mid-program review, and program completion gateways (p. 584).
- Payment of all tuition and fees is required to receive a certificate.

Ohio Candidates -- Successful completion of the Graduate Certificate School Administration program meets the academic requirements for recommendation for licensure. Additionally, candidates must complete other requirements of the state of Ohio before the appropriate PK-6, 4-9, or 5-12 principal's license will be issued, including receiving a passing score on the related state assessment test.

Other Candidates – Applicants who seek administrative licensure in states other than Ohio bear the responsibility to determine whether completion of the IWU Graduate Certificate School Administration program will meet the academic and assessment requirements of the state in which licensure is sought.

School Administration Program (Ohio) - Program of Study

Core Courses

EDL-657	Collaborative Vision and Instructional Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-618	Professional, Legal, and Ethical Leadership	3
EDL-610	Community, Cultural, and Relational Leadership	3
EDL-612	Principal Internship I: Clinical Application of Leadership Principles	3
EDL-625	Principal Internship II: Clinical Application of Leadership Principles	3

Graduate Certificate - Special Education Teaching

Graduate Certificate - Special Education Teaching (Indiana)

The Special Education Teaching Certificate provides an 18-credit hour post-baccalaureate program for practicing classroom teachers seeking training in special education for students with mild disabilities. Candidates completing the 18-credit hour program qualify for Indiana licensure and gain content and pedagogical knowledge which aligns to the initial licensure standards established by the Council for Exceptional Children, state licensure requirements for Indiana, and the Council for the Accreditation of Educator Preparation's advanced-level program standards. Courses are designed to provide participants with methods and materials to serve students with exceptionalities through mild intervention.

Prior to applying to the program, candidates seeking licensure are responsible for being knowledgeable of the licensure requirements of their state and whether or not IWU's Teaching Certificate Program will satisfy the requirements of the state in which they are seeking licensure.

Candidates who have completed this program should be able to:

- Identify diverse cultural and linguistic needs and utilize available technologies to develop culturally responsive learning plans.
- Use knowledge of general and specialized curricular content to individualize learning for students with exceptionalities.
- Select and administer appropriate assessments and analyze data from multiple sources to make data-driven decisions for students with exceptionalities.
- Select evidence-based instructional strategies and resources and implement them effectively to meet exceptional learning needs.
- Demonstrate the ability to create safe, inclusive learning environments by implementing evidence based behavioral interventions for students with exceptionalities.
- Collaborate with families, colleagues, related service providers, and other stakeholders to provide appropriate learning experiences for students with exceptionalities.
- Use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to develop ethical, legally compliant communications and learning plans for students with exceptionalities.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview in their professional behaviors with colleagues and students with exceptionalities.
- Demonstrate strength in the following School of Integrated Learning and Development dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.

Admission Requirements

The admission requirements for the Special Education Teaching Certificate are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed or a graduate GPA of 3.0 or higher from master's degree granting institution.
- A valid (but not necessarily current) state teacher's license. (Not required for non-licensure candidates.)
- At least one year of teaching experience from an approved and accredited public, private, or parochial school in the United States or abroad. (Not required for non-licensure candidates.)
- Supporting documentation demonstrating access to a P-12 classroom.
- Submit a signed School of Integrated Learning and Development FERPA release form.

Field and Clinical Experience Requirements

All candidates must complete field and clinical experiences embedded within the special education courses.

Completion Requirements

To successfully complete the Special Education Teaching Certificate, candidates must have completed the following:

- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a certificate.

Special Education Teaching Certificate - Program of Study (Indiana)

All clinical experience requirements are embedded in specific courses within teaching certificate programs.

Core Courses

EDSE-510	Foundations in Language and Literacy Instruction	3
EDSE-520	Individualized Assessment and Data-Based Reading Interventions	3
EDSE-530	Research-Based Behavior Interventions	3
EDSE-540	Strategies and Interventions for Students With Autism Spectrum Disorders	3
EDSE-550	Collaboration With Families and Professionals	3
EDSE-560	Professional Learning and Ethical Practices	3

Graduate Certificate - Special Education Teaching (Ohio)

The Special Education Teaching Certificate provides an 18-credit hour post-baccalaureate program for practicing classroom teachers seeking training in special education for students with mild to moderate disabilities. Candidates completing the 18-credit hour program qualify for Ohio licensure and gain content and pedagogical knowledge which aligns to the initial licensure standards established by the Council for Exceptional Children, state licensure requirements for Ohio, and the Council for the Accreditation of Educator Preparation's advanced-level program standards. Courses are designed to provide participants with methods and materials to serve students with exceptionalities through mild to moderate intervention.

Prior to applying to the program, candidates seeking licensure are responsible for being knowledgeable of the licensure requirements of their state and whether or not IWU's Teaching Certificate Program will satisfy the requirements of the state in which they are seeking licensure.

Candidates who have completed this program should be able to:

- Identify diverse cultural and linguistic needs and utilize available technologies to develop culturally responsive learning plans.
- Use knowledge of general and specialized curricular content to individualize learning for students with exceptionalities.
- Select and administer appropriate assessments and analyze data from multiple sources to make data-driven decisions for students with exceptionalities.
- Select evidence-based instructional strategies and resources and implement them effectively to meet exceptional learning needs.
- Demonstrate the ability to create safe, inclusive learning environments by implementing evidence based behavioral interventions for students with exceptionalities.
- Collaborate with families, colleagues, related service providers, and other stakeholders to provide appropriate learning experiences for students with exceptionalities.
- Use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to develop ethical, legally compliant communications and learning plans for students with exceptionalities.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview in their professional behaviors with colleagues and students with exceptionalities.
- Demonstrate strength in the following dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.

Admission Requirements

The admission requirements for the Special Education Teaching Certificate are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed or a graduate GPA of 3.0 or higher from master's degree granting institution.
- A valid (but not necessarily current) state teacher's license. (Not required for non-licensure candidates.)
- At least one year of teaching experience from an approved and accredited public, private, or parochial school in the United States or abroad. (Not required for non-licensure candidates.)
- Supporting documentation demonstrating access to a P-12 classroom.
- Submit a signed School of Integrated Learning and Development FERPA release form.

Field and Clinical Experience Requirements

All candidates must complete field and clinical experiences embedded within the special education courses.

Completion Requirements

To successfully complete the Special Education Teaching Certificate, candidates must have completed the following:

- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Candidates seeking Intervention Specialist Mild/Moderate licensure in Ohio must have successfully passed twelve credit hours (undergraduate or graduate level) of teaching of reading courses - including at least one, three credit hour course in phonics as part of their program completion requirements.
- Payment of all tuition and fees is required to receive a certificate.

Special Education Teaching Certificate - Program of Study (Ohio)

All clinical experience requirements are embedded in specific courses within teaching certificate programs.

Core Courses

EDSE-510	Foundations in Language and Literacy Instruction	3
EDSE-520	Individualized Assessment and Data-Based Reading Interventions	3
EDSE-530	Research-Based Behavior Interventions	3
EDSE-540	Strategies and Interventions for Students With Autism Spectrum Disorders	3
EDSE-550	Collaboration With Families and Professionals	3
EDSE-560	Professional Learning and Ethical Practices	3

Graduate Certificate - Special Education Training

The Special Education Training program is a graduate level, non-licensure program structured to prepare candidates to apply subject matter expertise, assessment knowledge, and differentiated instructional practices to technology rich learning environments for today's students with special needs.

This program is open to any candidate who wants to develop an understanding of educating students with special needs or who needs to prepare for a Transition to Teaching – Special Education program. This program does not lead to initial or additional educator licensure.

Candidates who have completed this program should be able to:

- Identify diverse cultural and linguistic needs and utilize available technologies to develop culturally responsive learning plans with high standards for all learners.
- Use knowledge of general and specialized curricular content to individualize learning for students with exceptional needs.
- Administer appropriate assessments and analyze data from multiple sources, including digital tools, to make data-driven instructional and behavioral decisions for students with exceptional needs.
- Effectively implement differentiated, evidence-based instructional strategies, including current technologies and resources to meet exceptional learning needs.
- Demonstrate the ability to create safe, culturally responsive, inclusive learning environments by implementing sound classroom management strategies and evidence-based behavioral interventions for students with exceptional needs.
- Collaborate with students, caregivers, colleagues, administrators, related service providers, community members, and other stakeholders to provide appropriate learning experiences for students with exceptional needs.
- Use foundational knowledge of the field, a biblical worldview, and the Ethical Principles and Practice Standards to develop ethical, moral, Christ-like, professional, legally compliant communications and learning experiences for students with exceptional needs.
- Apply methods and technologies to professional practice and learning experiences for P-12 students with exceptional needs.
- Demonstrate research-based knowledge of how and when adolescents learn, addressing developmental and motivational stages.

Admission Requirements

All applicants must have:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). The degree must be verified on official transcripts and sent directly to Indiana Wesleyan University.
- A criminal history background check that meets School of Integrated Learning and Development guidelines.
- Submitted a signed FERPA Release form.

NOTE: Applicants should be aware that Indiana State Legislation has mandated that expanded background checks are required for those working with students in Indiana schools. Applicants will also be required to adhere to any additional State Mandates required for educators. Though candidates will be required to submit an initial background check that is acceptable to the university as a part of their application materials, that successful background report will only serve to gain admittance to that academic program. School corporations are governed by a locally elected Board of Trustees who set policy for their school corporation. All accepted students should understand that additional background checks will most likely be required by school corporations before participating in clinical experiences.

Clinical Experience Requirements

- All candidates must complete field experiences.
- All clinical placements will be made by the Office of Clinical Experiences, unless otherwise outlined in course curriculum.
- Removal from a clinical experience may result in the candidate not passing the course and/or being permanently withdrawn from the program.
- All coursework must be completed with a minimum grade of no less than "B-" in each course

Graduation Requirements

To successfully complete the Special Education Training Certificate, candidates must have completed the following:

- Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-".

- Complete all field and clinical experiences in the courses.
- Payment of all tuition and fees is required to receive a certificate.

Special Education Training Certificate - Program of Study

Core Courses

EDUT-563	Learning Processes, Diversity, and Development of P-12 Students	3
EDSE-515	Foundations, Practices, and Skills of Special Education	3
EDSE-525	Providing Language and Literacy Instruction to Enhance Assessment and Data-Based Reading Interventions for Students With Exceptionalities	3
EDSE-535	Methods for Supporting Students With Behavioral Needs and Autism Spectrum Disorder	3
EDUT-573	Reading Strategies and the P-12 Learning Environment	3
EDUT-583	Methods and Assessment for P-12 Educators	3

Graduate Certificate - Technology/Digital Literacy

The Graduate Technology/Digital Literacy major is an 18-hour concentration that prepares the student to foster digital citizenship with the effective integration of technology. Areas of focus include technical knowledge, digital learning theory, design principles, technological change management, and data-driven decision-making.

Upon completion of this program, students should be able to:

- Demonstrate technical knowledge and skills in the use of related hardware and software.
- Articulate and establish ethical practices in Digital Citizenship.
- Discriminate then align the use of technology to meet identified needs of the learner.
- Analyze then devise sustainable technology integrations for the learning community.
- Apply systems thinking to problem solving in creative and innovative ways.

Admission Requirements

The admission requirements for the Graduate Certificate in Technology/Digital Literacy are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.

Completion Requirements

To complete the Certificate in Technology/Digital Literacy candidates must show evidence of the following:

- Successful completion of the Certificate curriculum with a minimum grade of "B-" in each certificate course.
- Cumulative GPA of 3.0 or above in all graduate work.
- Payment of all tuition and fees is required to receive a certificate.

Graduate Certificate - Technology/Digital Literacy Program of Study

Technology/Digital Literacy

TECH-501	Digital Media Theory and Applications	3
TECH-502	Digital Content and Citizenship	3
TECH-503	Instructional Design Theory and Practice	3
TECH-504	Technology for Learning Communities	3
TECH-505	Web Design and Development	3
TECH-506	Data Utilization and Evaluation	3

Transition to Teaching Certificate Program

Indiana Wesleyan University's Transition to Teaching program is a graduate level, non-degree initial licensure program structured to help adults who are motivated to take their life and work experience into the classroom to mold the minds of Indiana's future leaders. Candidates provide the content knowledge - Indiana Wesleyan University will provide the teaching theory and techniques to facilitate their growth in becoming a world-changing teacher.

There are three major areas of the Transition to Teaching program:

- **Subject Knowledge:** The basic premise behind this program is that adults with a baccalaureate degree and work experience in a particular field possess sufficient knowledge on the subject they want to teach. The state of licensure will require TTT candidates to take the applicable state licensure content exams to determine if they possess the requisite content knowledge to teach their subject.
- **Education Theory and Methods:** The Transition to Teaching courses will cover a wide array of teaching strategies, theories, techniques, and methods to prepare the candidate for the classroom. Course instructors are university professors or currently practicing school administrators or teachers with years of experience in the classroom using real life applications of teaching principles.
- **Student Teaching:** Candidates will be in a P-12 classroom in their area of licensure for a full-time 14-week student teaching experience. The length of the full time student teaching experience is determined by the state in which licensure is sought and the requirements of the SPA and/or accreditation body. The university will arrange appropriate student teaching placements based on the area of licensure and geographical preference.

Transition to Teaching - Early Childhood Education

The TTT - Early Childhood Education program is a lock-step, graduate level, non-degree initial licensure certificate program structured to prepare candidates to apply subject matter expertise, assessment knowledge, and developmentally appropriate instructional practices to early learning environments in order to support the healthy development of young children (birth-age 8) and their families. This program contains all the course requirements needed to become an Early Childhood P-3 licensed teacher in Indiana. Field experiences and student teaching are required. Fifteen credits in this program can be applied to the Master of Science with a major in Early Childhood Teaching.

Upon completion of this program, candidates should be able to:

- Exhibit professional dispositions, demonstrate moral decision-making, uphold ethical standards with all stakeholders; reflect Christ-like behavior as the foundation of work with families, young children, and communities.
- Actively promote child development and developmentally appropriate learning experiences for all children in child care, classroom, home, and community settings.
- Create safe, healthy, respectful, supportive, and challenging learning environments, where young children have access to quality learning opportunities that inspire and set the stage for growth across the developmental domains.
- Exhibit knowledge and understanding of the dynamics of diverse family and community characteristics; honor diverse cultural values, language, and norms by encouraging a child's learning connectedness to home.
- Consider contextual factors, learning cycle choices, development, and environment to proactively determine appropriate setting and behavior management procedures and practices; Initiate and think professionally in a timely manner to address management concerns.

- Design developmentally appropriate content-rich purposeful curriculum emphasizing the integration of topics and disciplines; Integrate academic standards, child development, impacting contextual factors and individual/group interests, needs, and learning styles.
- Facilitate positive, respectful, and reciprocal relationship-based interactions as a foundation to support, empower, and engage young children and families.
- Apply constructivist (Vygotsky) theoretical framework into practice throughout academic disciplines to design and support inquiry-based, play-based, open-ended, project-based, and problem-based learning experiences.
- Participate in informed advocacy for young children, families, and the early childhood profession through multiple types of advocacy (citizen, issue-based, self group, peer, statutory, family and friend).
- Evaluate and implement developmentally appropriate effective approaches when selecting a wide variety of tools, resources, and strategies to meet the unique needs of all learners including: technology, inquiry-based, project-based, problem-based, UDL, RTI, and differentiation practices.
- Demonstrate skills in systematic and responsible observing, documenting, assessing, analyzing, and reporting data to support early learning.
- Practice servant leadership philosophy and principles in approach to clinical and service experiences, serve by putting the needs of others first, sharing power, aspire to lead after trust and relations are earned and built, helping young children, families, and communities develop and perform as highly as possible.

Admission Requirements

All applicants must have:

- Earned a baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with one of the following:
 - Baccalaureate degree with a GPA of at least 3.0 on a 4.0 point scale; or
 - Both a baccalaureate degree with a GPA of at least 2.50 on a 4.0 point scale, and five (5) years of professional experience in an education related field; or
 - Both a baccalaureate degree and proof of passing Indiana's approved content area examination(s) in the subject area that the individual intends to teach.
- Proof of up-to-date TB test.
- Most current vaccination record.
- A signed Field Placement Requirement Notification form.
- A criminal history background check that meets School of Integrated Learning and Development guidelines.
- Submit a signed FERPA Release Form.

NOTE: Applicants should be aware that Indiana State Legislation has mandated that expanded background checks are required for those working with students in Indiana schools. Applicants will also be required to adhere to any additional State Mandates required for Early Childhood educators. Though candidates will be required to submit an initial background check that is acceptable to the university as a part of their application materials, that successful background report will only serve to gain admittance to that academic program. School corporations are governed by a locally elected Board of Trustees who set policy for their school corporation. All accepted candidates should understand that additional background checks at the candidate's expense will most likely be required by school corporations before participating in clinical experiences.

Program Requirements

- All Transition to Teaching - Early Childhood Education candidates will be required to provide passing scores for Indiana's approved content area examination(s) based on the following schedule, or will be administratively withdrawn from the program:
 - If scheduled for student teaching in September, testing is due the preceding April 1st.
 - If scheduled for student teaching in January, testing is due the preceding September 1st.

- The Transition to Teaching - Early Childhood Education Certificate is a lock-step program. Candidates who are unable to complete a course or who receive an unsatisfactory grade will repeat that course before moving on in their program. Tuition and fees will be charged for repeating the course.

Clinical Experience Requirements

- All candidates must complete P-3 field experience throughout the program as well as a 14-week full time student teaching experience in a Preschool, if NAEYC accredited, or K-3 classroom.
- All coursework prior to student teaching must be completed with a minimum grade of no less than "B-" in each course to be eligible to student teach.
- All clinical placements will be made by the Office of Clinical Experiences unless otherwise outlined in course curriculum. Candidates are not to contact any school or attempt to secure their own student teaching assignment at any time.
- Removal from a clinical experience may result in the candidate not passing the course and/or being permanently withdrawn from the program.

Completion Requirements

To successfully complete the Certificate Program, candidates must:

- Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-."
- Successfully complete all Clinical Experience requirements associated with the program.
- Provide passing scores for all state required licensure content and pedagogy examinations.
- Payment of all tuition and fees is required to receive a certificate.

Upon completion of the Transition to Teaching - Early Childhood Education program, candidates will be recommended for P-3 Educator Licensure in the state of Indiana. Candidates seeking licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU Transition to Teaching - Early Childhood Education program will meet the academic and assessment requirements of the state in which licensure is sought.

TTT Early Childhood Education - Program of Study

Core Courses - Early Childhood Education

EDUT-514	Foundations in Early Childhood Development	3
EDUT-524	Parents, Families, and Community Partnerships	3
EDUT-532	Reading and Writing in Emergent Literacy	3
EDUT-542	The Science of Teaching Reading	3
EDUT-533	The Preschool Learning Environment	3
EDUT-534	Primary Grade Curriculum, Instruction, Assessment, and Management	3
EDUT-544	Early Childhood Advocacy in Action	3
EDUT-582	Student Teaching in Early Childhood	3

Transition to Teaching - Elementary Education

The TTT - Elementary Education program is a lock-step, graduate level, non-degree initial licensure program structured to prepare candidates to apply subject matter expertise, assessment knowledge, and differentiated instructional practices to technology rich learning environments for today's elementary students. This program is available to candidates pursuing the Elementary Generalist K-6 teacher licensure in Indiana. Fifteen credits in this program can be applied to the Master of Science with a major in Elementary Teaching.

Upon completion of this program, candidates should be able to:

- Demonstrate professional, moral, and ethical behaviors and articulate related Christ-like principles.
- Demonstrate competence in the following dispositional domains: Critical Thinking, Relational, Application of Content, Reflection, Collaboration, Diversity, Ethics, Leadership, Engagement, Advocacy.
- Apply content/subject matter and assessment knowledge to teaching and learning experiences using a variety of pedagogical methods and technologies at the elementary level.
- Demonstrate research-based knowledge of how and when elementary children learn, addressing developmental, motivational stages and factors that affect learning for students with exceptionalities, diverse backgrounds, language differences, and learning differences.
- Create and implement differentiated assessments of student learning at the elementary level that inform instruction.
- Design and implement a variety of differentiated instructional strategies that consider the varied needs of all elementary children.
- Create a safe and culturally responsive learning environment using research-based classroom management strategies and high standards for all elementary children.
- Collaborate professionally and effectively with elementary children, colleagues, administrators, primary care provider(s), and community in written and oral forms.

Admission Requirements

All applicants must have:

- Earned a baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with one of the following:
 - Baccalaureate degree with a GPA of at least 3.0 on a 4.0 point scale; or
 - Both a baccalaureate degree with a GPA of at least 2.50 on a 4.0 point scale, and five (5) years of professional experience in an education related field; or
 - Both a baccalaureate degree and proof of passing Indiana's approved content area examination(s) in the subject area that the individual intends to teach.
- A criminal history background check that meets School of Integrated Learning and Development guidelines.
- Submit a signed FERPA Release Form.

NOTE: Applicants should be aware that Indiana State Legislation has mandated that expanded background checks are required for those working with students in Indiana schools. Applicants will also be required to adhere to any additional State Mandates required for educators. Though candidates will be required to submit an initial background check that is acceptable to the university as a part of their application materials, that successful background report will only serve to gain admittance to that academic program. School corporations are governed by a locally elected Board of Trustees who set policy for their school corporation. All accepted candidates should understand that additional background checks at the candidate's expense will most likely be required by school corporations before participating in clinical experiences.

Program Requirements

- All Transition to Teaching - Elementary Education candidates will be required to provide passing scores for Indiana's approved content area examination(s) based on the following schedule, or will be administratively withdrawn from the program:
 - If scheduled for student teaching in September, testing is due the preceding April 1st.
 - If scheduled for student teaching in January, testing is due the preceding September 1st.
- The Transition to Teaching - Elementary Education program is lock-step. Candidates who are unable to complete a course or who receive an unsatisfactory grade will repeat that course before moving on in the program. Tuition and fees will be charged for repeating the course.

Clinical Experience Requirements

- All candidates must complete field experiences throughout the program as well as a 14-week full-time student teaching experience in a K-6 classroom.
- All course work prior to student teaching must be completed with a minimum grade of no less than "B-" in each course to be eligible to student teach.
- All clinical placements will be made by the Office of Clinical Experiences, unless otherwise outlined in course curriculum. Candidates are not to contact any school or attempt to secure their own student teaching assignment at any time.
- Removal from a clinical experience may result in the candidate not passing the course and/or being permanently withdrawn from the program.

Completion Requirements

To successfully complete the Certificate Program, candidates must:

- Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-."
- Successfully complete all Clinical Experience requirements associated with the program.
- Provide passing scores for all required state licensure content and pedagogy examinations.
- Payment of all tuition and fees is required to receive a certificate.

Upon completion of the Transition to Teaching - Elementary Education program, candidates will be recommended for K-6 Educator Licensure in the state of Indiana. Candidates seeking licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU Transition to Teaching - Elementary Education program will meet the academic and assessment requirements of the state in which licensure is sought.

TTT Elementary - Program of Study

Core Courses - Elementary Education

EDUT-505	Educational Psychology and Diversity for Elementary Educators	3
EDUT-510	Instructional Planning for the Elementary Classroom	3
EDUT-545	Assessment and Learning in the Elementary Classroom	3
EDUT-520	Foundations in Phonics and Language Structure	3
EDUT-521	Literary Assessment and Intervention in the Elementary Classroom	3
EDUT-550	Methods of Teaching the Elementary School Curriculum	3
EDUT-548	Researched-Based Behavior Interventions and Elementary Classroom Management	3
EDUT-590	Student Teaching: Elementary Education	3

Transition to Teaching - Elementary Education (CBE)

The competency-based TTT - Elementary Education program is a graduate level, non-degree initial licensure program structured to prepare candidates to apply subject matter expertise, assessment knowledge, and differentiated instructional practices to technology rich learning environments for today's elementary students. This program is available to candidates pursuing the Elementary Generalist K-6 teacher licensure in Indiana. Fifteen credits in this program can be applied to the Master of Science with a major in Elementary Teaching.

Upon completion of this program, candidates should be able to:

- Demonstrate professional, moral, and ethical behaviors and articulate related Christ-like principles.

- Demonstrate competence in the following dispositional domains: Critical Thinking, Relational, Application of Content, Reflection, Collaboration, Diversity, Ethics, Leadership, Engagement, Advocacy.
- Apply content/subject matter and assessment knowledge to teaching and learning experiences using a variety of pedagogical methods and technologies at the elementary level.
- Demonstrate research-based knowledge of how and when elementary children learn, addressing developmental, motivational stages and factors that affect learning for students with exceptionalities, diverse backgrounds, language differences, and learning differences.
- Create and implement differentiated assessments of student learning at the elementary level that inform instruction.
- Design and implement a variety of differentiated instructional strategies that consider the varied needs of all elementary children.
- Create a safe and culturally responsive learning environment using research-based classroom management strategies and high standards for all elementary children.
- Collaborate professionally and effectively with elementary children, colleagues, administrators, primary care provider(s), and community in written and oral forms.

Admission Requirements

All applicants must have:

- Earned a baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with one of the following:
 - Baccalaureate degree with a GPA of at least 3.0 on a 4.0 point scale; or
 - Both a baccalaureate degree with a GPA of at least 2.50 on a 4.0 point scale, and five (5) years of professional experience in an education related field; or
 - Both a baccalaureate degree and proof of passing Indiana's approved content area examination(s) in the subject area that the individual intends to teach.
- A criminal history background check that meets School guidelines.
- Submit a signed FERPA Release Form.

NOTE: Applicants should be aware that Indiana State Legislation has mandated that expanded background checks are required for those working with students in Indiana schools. Applicants will also be required to adhere to any additional State Mandates required for educators. Though candidates will be required to submit an initial background check that is acceptable to the university as a part of their application materials, that successful background report will only serve to gain admittance to that academic program. School corporations are governed by a locally elected Board of Trustees who set policy for their school corporation. All accepted candidates should understand that additional background checks at the candidate's expense will most likely be required by school corporations before participating in clinical experiences.

Program Requirements

- All Transition to Teaching - Elementary Education candidates will be required to provide passing scores for Indiana's approved content area examination(s) based on the following schedule, or will be administratively withdrawn from the program:
 - If scheduled for student teaching in September, testing is due the preceding April 1st.
 - If scheduled for student teaching in January, testing is due the preceding September 1st.
- Candidates are required to make adequate yearly progress (minimum of 6 credits hours per year) to remain active in the program.

Clinical Experience Requirements

- All candidates must complete field experiences throughout the program as well as a 14-week full-time student teaching experience in a K-6 classroom.

- All course work prior to student teaching must be completed with a minimum grade of no less than "B-" in each course to be eligible to student teach.
- All clinical placements will be secured by the Office of Clinical Experiences. Candidates are not to contact any school or attempt to secure their own student teaching assignment at any time.
- Removal from a clinical experience may result in the candidate not passing the course and/or being permanently withdrawn from the program.

Completion Requirements

To successfully complete the Certificate Program, candidates must:

- Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-."
- Successfully complete all Clinical Experience requirements associated with the program.
- Provide passing scores for all required state licensure content and pedagogy examinations.
- Payment of all tuition and fees is required to receive a certificate.

Upon completion of the competency-based Transition to Teaching - Elementary Education program, candidates will be recommended for K-6 Educator Licensure in the state of Indiana. Candidates seeking licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU Transition to Teaching - Elementary Education program will meet the academic and assessment requirements of the state in which licensure is sought.

TTT Elementary (CBE) - Program of Study

Core Courses - Elementary Education

EDUT-505	Educational Psychology and Diversity for Elementary Educators	3
EDUT-510	Instructional Planning for the Elementary Classroom	3
EDUT-545	Assessment and Learning in the Elementary Classroom	3
EDUT-520	Foundations in Phonics and Language Structure	3
EDUT-521	Literary Assessment and Intervention in the Elementary Classroom	3
EDUT-550	Methods of Teaching the Elementary School Curriculum	3
EDUT-548	Researched-Based Behavior Interventions and Elementary Classroom Management	3
EDUT-590	Student Teaching: Elementary Education	3

Transition to Teaching - English as a New Language

The TTT - English as a New Language program is a graduate level, non-degree initial licensure program structured to prepare candidates to apply subject matter expertise, assessment knowledge, and differentiated instructional practices to technology rich learning environments for today's English Language Learners. This program is available to candidates pursuing initial P-12 English Learners Licensure in Indiana.

Upon completion of this program, candidates should be able to:

- Articulate the progress of language acquisition and development and the role this process plays in Culturally Linguistically Diverse/English Language Learners' educational experiences.
- Describe school, district, and governmental policies and legislation that impact English Language Learner's rights in a plan for advocacy for resources to support Culturally Linguistically Diverse/English Language Learners.

- Demonstrate knowledge of second language acquisition theory and developmental process of language by evaluating and applying them in the Culturally Linguistically Diverse/English Language Learners classroom.
- Identify diverse cultural and linguistic needs and technologies to develop culturally responsive learning plans with high standards for Culturally Linguistically Diverse/English Language Learners.
- Administer appropriate assessments and analyze data from multiple sources to make data-driven instructional decisions for P-12 Culturally Linguistically Diverse/English Language Learners.
- Consider the input of other educators, school personnel, and families to create and modify materials, resources, and technologies to support Culturally Linguistically Diverse/English Language Learners.
- Apply Christ-like leadership by modeling personal integrity, communication skills, cultural responsiveness, and ethical/legal decision-making to build partnerships and serve as experts in supporting students, colleagues, and other stakeholders to benefit Culturally Linguistically Diverse/English Language Learners.
- Engage in supervised teaching to demonstrate collaboration with teaching partners and self-reflection to develop professional skills in working with Culturally Linguistically Diverse/English Language Learners.
- Demonstrate research-based knowledge of how and when P-12 students learn, addressing developmental and motivational stages.

Admission Requirements

All applicants must have:

- Earned a baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University with one of the following:
 - Baccalaureate degree in the subject area that the individual intends to teach with a GPA of at least 3.0 on a 4.0 point scale; or
 - Both a baccalaureate degree in the subject area that the individual intends to teach with a GPA of at least 2.50 on a 4.0 point scale, and five (5) years of professional experience in the subject or related area the individual intends to teach; or
 - Both a baccalaureate degree in any subject area and proof of passing Indiana's approved content area examination(s) in the subject area that the individual intends to teach
- A criminal history background check that meets School guidelines.
- Submit a signed FERPA Release Form.

NOTE: Applicants should be aware that Indiana State Legislation has mandated that expanded background checks are required for those working with students in Indiana schools. Applicants will also be required to adhere to any additional State Mandates required for educators. Though candidates will be required to submit an initial background check that is acceptable to the university as a part of their application materials, that successful background report will only serve to gain admittance to that academic program. School corporations are governed by a locally elected Board of Trustees who set policy for their school corporation. All accepted candidates should understand that additional background checks will most likely be required by school corporations before participating in clinical experiences.

Program Requirements

- All Transition to Teaching - English as a New Language candidates will be required to provide passing scores for Indiana's approved content area examination(s) based on the following schedule, or will be administratively withdrawn from the program:
 - If scheduled for student teaching in September, testing is due the preceding April 1st.
 - If scheduled for student teaching in January, testing is due the preceding September 1st.

Clinical Experience Requirements

- All candidates must complete field experience throughout the program as well as a 14-week full time student teaching experience in a classroom with English Language learners.
- All coursework prior to student teaching must be completed with a minimum grade of no less than "B-" in each course to be eligible to student teach.

- All clinical placements will be made by the Office of Clinical Experiences unless otherwise outlined in course curriculum. Candidates are not to contact any school or attempt to secure their own student teaching assignment at any time.
- Removal from a clinical experience may result in the candidate not passing the course and/or being permanently withdrawn from the program.

Completion Requirements

To be eligible to be recommended for licensure a candidate must:

- Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-."
- Successfully complete all Clinical Experience requirements associated with the program.
- Provide passing scores for all required state licensure content and pedagogy examinations.
- Payment of all tuition and fees is required to receive a certificate.

Upon completion of the Transition to Teaching - English as a New Language program, candidates will be recommended for P-12 English Learners licensure in the state of Indiana. Candidates seeking licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU Transition to Teaching - English as a New Language program will meet the academic and assessment requirements of the state in which licensure is sought.

TTT English as a New Language - Program of Study

Core Courses - English as a New Language

EDUT-563	Learning Processes, Diversity, and Development of P-12 Students	3
EDEL-515	Language Acquisition Theory and Practices	3
EDEL-545	Classroom Assessment for CLD/EL Students	3
EDEL-535	Instructional Practices for Culturally Linguistically Diverse/English Language Learners	3
EDUT-573	Reading Strategies and the P-12 Learning Environment	3
EDUT-583	Methods and Assessment for P-12 Educators	3
EDEL-595	Student Teaching: English As New Language	3

Transition to Teaching - P-12 Education

The TTT – P-12 program is a graduate level, non-degree initial licensure program structured to prepare candidates to apply subject matter expertise, assessment knowledge, and differentiated instructional practices to technology rich learning environments for today's P-12 students. This program is available to candidates pursuing P-12 teacher licensure in Indiana, and can recommend candidates for P-12 licensure in the following areas: Computer Education, Music: Instrumental, Music: Vocal, Physical Education, Theater Arts, and Visual Arts.

Candidates who seek licensure in states other than Indiana bear the responsibility to determine whether completion of the Transition to Teaching program will meet the academic and assessment requirements of the state in which licensure is sought. Fifteen credits in this program can be applied to the Master of Science with a major in Secondary Teaching.

Upon completion of this program, candidates should be able to:

- Apply content/subject matter expertise and assessment knowledge to teaching and learning experiences using a variety of P-12 methods and technologies.
- Demonstrate professional, moral, and ethical behaviors grounded in related Christ-like principles.

- Demonstrate research-based knowledge of how and when adolescents learn, addressing developmental and motivational stages.
- Create and use a variety of assessments, including digital tools, to evaluate P-12 student needs in order to plan and strengthen instruction.
- Design and implement a variety of differentiated instructional strategies, including using current technology, that consider the diverse needs of all P-12 students.
- Create a safe and culturally responsive learning environment using sound classroom management strategies and high standards for all P-12 learners.
- Collaborate effectively with students, colleagues, administrators, parents, and community in written and verbal forms.
- Demonstrate competence in the following dispositional domains: Critical Thinking, Relational, Application of Content, Reflection, Collaboration, Diversity, Ethics, Leadership, Engagement, and Advocacy.

Admission Requirements

All applicants must have:

- Earned a baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with one of the following:
 - Baccalaureate degree in the subject area that the individual intends to teach with a GPA of at least 3.0 on a 4.0 point scale; or
 - Both a baccalaureate degree in the subject area that the individual intends to teach with a GPA of at least 2.50 on a 4.0 point scale, and five (5) years of professional experience in the subject or related area the individual intends to teach; or
 - Both a baccalaureate degree in any subject area and proof of passing Indiana's approved content area examination(s) in the subject area that the individual intends to teach.
- A criminal history background check that meets School of Integrated Learning and Development guidelines.
- Submit a signed FERPA Release Form.

NOTE: Applicants should be aware that Indiana State Legislation has mandated that expanded background checks are required for those working with students in Indiana schools. Applicants will also be required to adhere to any additional State Mandates required for educators. Though candidates will be required to submit an initial background check that is acceptable to the university as a part of their application materials, that successful background report will only serve to gain admittance to that academic program. School corporations are governed by a locally elected Board of Trustees who set policy for their school corporation. All accepted candidates should understand that additional background checks at the candidate's expense will most likely be required by school corporations before participating in clinical experiences.

Program Requirements

- All Transition to Teaching - P-12 Education candidates will be required to provide passing scores for Indiana's approved content area examination(s) based on the following schedule, or will be administratively withdrawn from the program:
 - If scheduled for student teaching in September, testing is due the preceding April 1st.
 - If scheduled for student teaching in January, testing is due the preceding September 1st.

Clinical Experience Requirements

- All candidates must complete field experiences throughout the program as well as a 14-week full-time student teaching experience in a P-12 classroom.
- All course work prior to student teaching must be completed with a minimum grade of no less than "B-" in each course to be eligible to student teach.
- All clinical placements will be made by the Office of Clinical Experiences. Candidates are not to contact any school or attempt to secure their own student teaching assignment at any time.
- Removal from a clinical experience may result in the candidate not passing the course and/or being permanently withdrawn from the program.

Completion Requirements

To successfully complete the Certificate Program, candidates must:

- Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-."
- Successfully complete all Clinical Experience requirements associated with the program.
- Provide passing scores for all required state licensure content and pedagogy examinations.
- Payment of all tuition and fees is required to receive a certificate.

Upon completion of the Transition to Teaching - P-12 Education program, candidates will be recommended for P-12 Educator Licensure in the state of Indiana. Candidates seeking licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU Transition to Teaching - P-12 Education program will meet the academic and assessment requirements of the state in which licensure is sought.

TTT - P-12 Education - Program of Study

Core Courses - P-12 Education

EDUT-563	Learning Processes, Diversity, and Development of P-12 Students	3
EDUT-575	Assessment and Learning in the Secondary and P-12 Classroom	3
EDUT-560	Content Literacy Instruction for Secondary and P-12 Education	3
EDUT-580	Learning Environments in the Secondary and P-12 Classroom	3
EDUT-578	Secondary and P-12 Teaching Methods and Resources	3
EDUT-520	Foundations in Phonics and Language Structure	3
EDUT-595	Student Teaching: Secondary and P-12 Education	3

Transition to Teaching - Secondary Education

The TTT - Secondary Education program is a graduate level, non-degree initial licensure program structured to prepare candidates to apply subject matter expertise, assessment knowledge, and differentiated instructional practices to technology rich learning environments for today's secondary students. This program is available to candidates pursuing Secondary 5-12 teacher licensure in Indiana and can recommend candidates for 5-12 licensure in the following areas: Business Education, Chemistry, Earth/Space Science, Economics, Geographical Perspectives, Government and Citizenship, Health, Historical Perspectives, Journalism, Language Arts, Life Science, Mathematics, Physical Science, Physics, Psychology, Sociology, Spanish, and Technology Education.

Candidates who seek licensure in states other than Indiana bear the responsibility to determine whether completion of the Transition to Teaching program will meet the academic and assessment requirements of the state in which licensure is sought. Fifteen credits in this program can be applied to the Master of Science with a major in Secondary Teaching.

Upon completion of this program, candidates should be able to:

- Apply content/subject matter expertise and assessment knowledge to teaching and learning experiences using a variety of secondary methods and technologies.
- Demonstrate professional, moral, and ethical behaviors grounded in related Christ-like principles.
- Demonstrate research-based knowledge of how and when adolescents learn, addressing developmental and motivational stages.
- Create and use a variety of assessments, including digital tools, to evaluate secondary student needs in order to plan and strengthen instruction.

- Design and implement a variety of differentiated instructional strategies, including current technology, that consider the diverse needs of all secondary students.
- Create a safe and culturally responsive learning environment using sound classroom management strategies and high standards for all secondary learners.
- Collaborate effectively with students, colleagues, administrators, parents, and community in written and verbal forms.
- Demonstrate competence in the following dispositional domains: Critical Thinking, Relational, Application of Content, Reflection, Collaboration, Diversity, Ethics, Leadership, Engagement, and Advocacy.

Admission Requirements

All applicants must have:

- Earned a baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with one of the following:
 - Baccalaureate degree in the subject area that the individual intends to teach with a GPA of at least 3.0 on a 4.0 point scale; or
 - Both a baccalaureate degree in the subject area that the individual intends to teach with a GPA of at least 2.50 on a 4.0 point scale, and five (5) years of professional experience in the subject or related area the individual intends to teach; or
 - Both a baccalaureate degree in any subject area and proof of passing Indiana's approved content area examination(s) in the subject area that the individual intends to teach; or
 - Graduate degree in the subject area or related field the individual intends to teach.
- A criminal history background check that meets School of Integrated Learning and Development guidelines.
- Submit a signed FERPA Release Form.

NOTE: Applicants should be aware that Indiana State Legislation has mandated that expanded background checks are required for those working with students in Indiana schools. Applicants will also be required to adhere to any additional State Mandates required for educators. Though candidates will be required to submit an initial background check that is acceptable to the university as a part of their application materials, that successful background report will only serve to gain admittance to that academic program. School corporations are governed by a locally elected Board of Trustees who set policy for their school corporation. All accepted candidates should understand that additional background checks at the candidate's expense will most likely be required by school corporations before participating in clinical experiences.

Program Requirements

- All Transition to Teaching - Secondary Education candidates will be required to provide passing scores for Indiana's approved content area examination(s) based on the following schedule, or will be administratively withdrawn from the program:
 - If scheduled for student teaching in September, testing is due the preceding April 1st.
 - If scheduled for student teaching in January, testing is due the preceding September 1st.

Clinical Experience Requirements

- All candidates must complete field experiences throughout the program as well as a 14-week full-time student teaching experience in a 5-12 classroom.
- All course work prior to student teaching must be completed with a minimum grade of no less than "B-" in each course to be eligible to student teach.
- All clinical placements will be made by the Office of Clinical Experiences. Candidates are not to contact any school or attempt to secure their own student teaching assignment at any time.
- Removal from a clinical experience may result in the candidate not passing the course and/or being permanently withdrawn from the program.

Completion Requirements

To successfully complete the Certificate Program, candidates must:

- Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-."
- Successfully complete all Clinical Experience requirements associated with the program.
- Provide passing scores for all required state licensure content and pedagogy examinations.
- Payment of all tuition and fees is required to receive a certificate.

Upon completion of the Transition to Teaching - Secondary Education program, candidates will be recommended for 5-12 Educator Licensure in the state of Indiana. Candidates seeking licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU Transition to Teaching - Secondary program will meet the academic and assessment requirements of the state in which licensure is sought.

TTT Secondary - Program of Study

Core Courses - Secondary Education

EDUT-563	Learning Processes, Diversity, and Development of P-12 Students	3
EDUT-575	Assessment and Learning in the Secondary and P-12 Classroom	3
EDUT-560	Content Literacy Instruction for Secondary and P-12 Education	3
EDUT-580	Learning Environments in the Secondary and P-12 Classroom	3
EDUT-578	Secondary and P-12 Teaching Methods and Resources	3
EDUT-595	Student Teaching: Secondary and P-12 Education	3

Transition to Teaching - Special Education

The TTT - Special Education program is a graduate level, non-degree initial licensure program structured to prepare candidates to apply subject matter expertise, assessment knowledge, and differentiated instructional practices to technology rich learning environments for today's special education students. This program is available to candidates pursuing initial P-12 Exceptional Needs - Mild Intervention teacher licensure in Indiana.

Upon completion of this program, candidates should be able to:

- Identify diverse cultural and linguistic needs and utilize available technologies to develop culturally responsive learning plans with high standards for all learners.
- Use knowledge of general and specialized curricular content to individualize learning for students with exceptional needs.
- Administer appropriate assessments and analyze data from multiple sources, including digital tools, to make data driven instructional and behavioral decisions for students with exceptional needs.
- Effectively implement differentiated, evidence-based instructional strategies, including current technologies and resources to meet exceptional learning needs.
- Demonstrate the ability to create safe, culturally responsive, inclusive learning environments by implementing sound classroom management strategies and evidence-based behavioral interventions for students with exceptional needs.
- Collaborate with students, caregivers, colleagues, administrators, related service providers, community members, and other stakeholders to provide appropriate learning experiences for students with exceptional needs.
- Use foundational knowledge of the field, a biblical worldview, and the Ethical Principles and Practice Standards to develop ethical, moral, Christ-like, professional, legally compliant communications and learning experiences for students with exceptional needs.

- Apply methods and technologies to professional practice and learning experiences for P-12 students with exceptional needs.
- Demonstrate research-based knowledge of how and when adolescents learn, addressing developmental and motivational stages.

Admission Requirements

All applicants must have:

- Earned a baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University with one of the following:
 - GPA of at least 3.0 on a 4.0 point scale from an institution of higher education, or
 - GPA of at least 2.5 on a 4.0 point scale from an institution of higher education and five (5) years of professional experience in an education related field, or
 - Proof that the individual has passed the state-approved content area examinations.
- A criminal history background check that meets School of Integrated Learning and Development guidelines.
- Submit a signed FERPA Release Form.

NOTE: Applicants should be aware that Indiana State Legislation has mandated that expanded background checks are required for those working with students in Indiana schools. Applicants will also be required to adhere to any additional State Mandates required for educators. Though candidates will be required to submit an initial background check that is acceptable to the university as a part of their application materials, that successful background report will only serve to gain admittance to that academic program. School corporations are governed by a locally elected Board of Trustees who set policy for their school corporation. All accepted students should understand that additional background checks will most likely be required by school corporations before participating in clinical experiences.

Program Requirements

- All Transition to Teaching - Special Education candidates will be required to provide passing scores for Indiana's approved content area examination(s) based on the following schedule, or will be administratively withdrawn from the program:
 - If scheduled for student teaching in September, testing is due the preceding April 1st.
 - If scheduled for student teaching in January, testing is due the preceding September 1st.

Clinical Experience Requirements

- All candidates must complete field experiences throughout the program as well as a 14-week full time student teaching experience in a Special Education classroom.
- All coursework prior to student teaching must be completed with a minimum grade of no less than "B-" in each course to be eligible to student teach.
- All clinical placements will be made by the Office of Clinical Experiences, unless otherwise outlined in course curriculum. Candidates are not to contact any school or attempt to secure their own student teaching assignment at any time.
- Removal from a clinical experience may result in the candidate not passing the course and/or being permanently withdrawn from the program.

Completion Requirements

To be eligible to be recommended for licensure a candidate must:

- Complete all course requirements with a minimum GPA of 3.00 and no grade lower than a "B-."
- Successfully complete all Clinical Experience requirements associated with the program.
- Provide passing scores for all required state licensure content and pedagogy examinations.
- Payment of all tuition and fees is required to receive a certificate.

Upon completion of the Transition to Teaching - Special Education program, candidates will be recommended for P-12 Exceptional Needs - Mild Intervention licensure in the state of Indiana. Candidates seeking licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU Transition to Teaching - Special Education program will meet the academic and assessment requirements of the state in which licensure is sought.

TTT Special Education - Program of Study

Core Courses - Special Education

EDUT-563	Learning Processes, Diversity, and Development of P-12 Students	3
EDSE-515	Foundations, Practices, and Skills of Special Education	3
EDSE-525	Providing Language and Literacy Instruction to Enhance Assessment and Data-Based Reading Interventions for Students With Exceptionalities	3
EDSE-535	Methods for Supporting Students With Behavioral Needs and Autism Spectrum Disorder	3
EDUT-573	Reading Strategies and the P-12 Learning Environment	3
EDUT-583	Methods and Assessment for P-12 Educators	3
EDSE-595	Student Teaching: Special Education	3

Graduate Degree Programs

Master of Science Programs

The Master of Science degree programs are designed for practicing classroom teachers seeking advanced teacher preparation with a graduate degree.

The curriculum will be completed in the order established by Indiana Wesleyan University. Indiana Wesleyan University reserves the right to modify the curriculum as necessary. All master of science programs include a common core of classes that will allow graduate students to examine their educational perspectives, understanding and practices, and prepare and complete an action research study in their own classroom or school context. For this reason, it is important that master's degree students have access to a classroom or school that will allow them to apply their coursework.

The mission of the Master of Science programs is to prepare teacher leaders to provide advanced knowledge that translates into effective teaching performances and dispositions, all of which are focused on improving P-12 student learning.

The purpose of the Master of Science programs is to provide advanced study beyond the baccalaureate degree to meet the professional needs of practicing teachers to help them touch heaven and change earth.

Graduates of the Master of Science programs should be able to:

- Demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.
- Apply advanced knowledge of student learning suitable for any student.
- Apply data literacy to develop or sustain supportive school environments.
- Apply self-reflection and data analysis to improve their own teaching.
- Demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Apply technology appropriate for their field of specialization.

- Demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.
- Integrate global philosophies into their own educational practices.

MS - Biology in Education Major

The Master of Science (M.S.) degree with a major in Biology in Education is designed for practicing secondary school teachers who wish to become qualified to instruct advanced placement, dual enrollment, or early college courses, as well as deepen their understanding of Biology, Life Science, and advanced educational classroom practice. Candidates will complete a 33-credit hour program consisting of 18 hours in graduate biology and 15 in graduate education. Candidates must already be credentialed for teaching Life Science or Biology in P-12 schools and/or community colleges, as this degree will not lead to initial or advanced state licensure in those areas.

The 18 credit hours of courses in Biology provide broad understanding of the field of biological science while strengthening scientific knowledge and communication, critical thinking, quantitative skills in fundamental domains and analysis from a biblical worldview.

The 15 credit hours of courses in Education are designed to provide participants with methods and materials to deepen their teaching ability and help their own students learn, including culturally responsive teaching, ethics and faith, and research and technology tools. It aligns to the Council for the Accreditation of Educator Preparation's advanced-level program standards. Course instruction is designed to model best practices and procedures in the classroom.

Candidates who have completed this program should be able to:

- Analyze then synthesize scientific knowledge in biology effectively.
- Demonstrate critical thinking skill by evaluating and explaining biological scientific information accurately.
- Develop quantitative skills for evaluating and solving quantitative biological problems that can be modeled mathematically.
- Formulate a biblical worldview utilizing the attained scientific knowledge in biology.
- Demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.
- Apply advanced knowledge of student learning suitable for any student.
- Apply data literacy to develop or sustain supportive school environments.
- Apply self-reflection and data analysis to improve their own teaching.
- Demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Apply technology appropriate for their field of specialization.
- Demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.
- Integrate global philosophies into their own educational practices.

This program is available to candidates from all states or internationally, and does not lead to P-12 licensure.

Admission Requirements

This program is available to candidates from all states or internationally, and does not lead to P-12 licensure. The admission requirements for the M.S. degree with a major in Biology in Education, are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.

- A bachelor's degree with a Biology major or be state certified (in any state) to teach Biology at a secondary school level.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.
- Candidates need:
 - A valid (but not necessarily current) state teacher's license, with an endorsement to teach Biology or Life Science, or a valid (but not necessarily current) temporary, standard, or professional teaching license/certificate from another recognized accreditation body (e.g., Association of Christian Schools International), or an official letter from a school administrator confirming employment as a teacher of record.
 - At least one year of teaching experience from an approved and accredited public, private, or parochial P-12 school in the United States or abroad.
 - Supporting documentation demonstrating access to a P-12 classroom, preferably secondary Biology or Life Science.

Graduation Requirements

To graduate from the M.S. program, candidates must have completed the following:

- Successful completion of the M.S. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successful completion of admission, mid-program review, and program completion gateways (p. 584).
- Payment of all tuition and fees is required to receive a diploma.

MS - Biology in Education Major - Program of Study

Biology Courses

Choose 18 credit hours from the following:

BIOL-501	Biological Chemistry	3
BIOL-502	Cell Biology	3
BIOL-503	Systems Biology	3
BIOL-504	Genetics	3
BIOL-505	Human Physiology	3
BIOL-506	Microbiology	3
BIOL-507	Advanced Environmental Biology	3

Core Courses

EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - Christian School Education Major

The Master of Science (M.S.) program with a major in Christian School Education is designed to provide an advanced degree in Christian Education to educators who teach in Christian schools or aspire to careers in Christian school teaching and administration, either internationally or domestically. Candidates will complete a 36-credit hour program (12 courses) that brings a more purposeful and distinct Christian faith-integration to timeless aspects of educator development such as worldview, curriculum, assessment, instruction, administration, and learning environments across the P-12 spectrum. Courses are designed to provide participants with an essential mix of theory and practice in these areas, and allow them to deepen their understanding in areas such as differentiation, culturally responsive teaching and social justice, ethics and faith, technology integration, and current topics and research. Courses are offered online in English, or under pre-arranged circumstances may be offered in a hybrid format (onsite and online) in a native language such as Spanish or French. Limited field experiences within one's own classroom or school are required in some courses.

This program will not lead to teacher or administrative licensure in any state, country, or other jurisdiction. Candidates will be

responsible to determine the extent to which the program suits any required or desired professional development, or other career goals.

Admission Requirements

The admission requirements for the M.S. program with a major in Christian School Education are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- A letter of Christian testimony.

International students, please see requirements for International Student Admission. Contact the Admissions Office for specific admissions procedures.

Access to a classroom or school is important in some courses

Graduation Requirements

To graduate, from the M.S. program, candidates must have completed the following:

- Successful completion of the M.S. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a diploma.

MS - Christian Education - Program of Study

Christian School Education Courses

EDCE-515	History and Philosophy of Education With a Christian Worldview	3
EDCE-548	Research-Based Behavior Interventions And Elementary Classroom Management for Christian Educators	3
EDCE-514	Foundations of Early Childhood Development and Learning Environments For Christian Educators	3
EDCE-581	or Learning Environments in the Secondary Classroom for Christian Educators	3
EDUC-540	Advanced Curriculum Design	3
EDUC-550	Advanced Assessment Design	3
EDUC-560	Advanced Instructional Design	3
EDCE-616	School Administration for Christian Educators	3

Core Courses

EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - Curriculum, Assessment, and Instruction Major

The Master of Science (M.S.) degree with a major in Curriculum, Assessment, and Instruction is designed for practicing classroom teachers seeking advanced study in these three vital areas of P-12 schools. Candidates will complete a 33-credit hour program that is aligned to the Council for the Accreditation of Educator Preparation's advanced-level program standards and the National Board of Professional Teaching Standards. Courses are designed to provide participants with an essential mix of theory and practice in order to enhance and create curriculum, assessment, and classroom instruction. Candidates will deepen their understanding in areas such as differentiation, culturally responsive teaching and social justice, ethics and faith, technology integration, current topics and research, and initiating and leading thoughtful systemic change and innovation through a spiraled scope and sequence. Limited field experiences within one's own classroom are required in some courses.

Candidates who have completed this program should be able to:

- Develop personal philosophies of curriculum, assessment, and instruction design that are ingrained with biblical and professional ethics practices.
- Integrate best global practices in differentiating instruction and culturally responsive teaching into their curriculum and pedagogy.
- Learn and apply specialized content and discipline knowledge contained in approved state and/or national discipline-specific standards, technology standards, and best understanding of faith-based core social justice, including current laws, trends, policies, and ethics regarding design of curricula, instruction, and assessment.
- Study, appraise, and implement effective assessment practices for managing and monitoring student learning.
- Articulate systematic thinking about their practice within the school, and learn from experience.
- Collaborate with peers to lead improvement in personal and school academic practices.
- Synthesize theory and practice in the areas of curriculum, instruction, and assessment.
- Apply various technologies appropriate for classroom teaching and assessment.

Admission Requirements

The admission requirements for the M.S. program with a major in Curriculum, Assessment, and Instruction are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.
- Candidates need:
 - A valid (but not necessarily current) state teacher's license, or a valid (but not necessarily current) temporary, standard, or professional teaching license/certificate from another recognized accreditation body (e.g., Association of Christian Schools International), or an official letter from a school administrator confirming employment as a teacher of record.
 - At least one year (i.e., a minimum of one semester and one day) of teaching experience from an approved and accredited public, private, or parochial P-12 school in the United States or abroad.
 - Supporting documentation demonstrating access to a P-12 classroom.

Graduation Requirements

To graduate from the M.S. program, candidates must have completed the following:

- Successful completion of the M.S. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successful completion of admission, mid-program review, and program completion gateways (p. 584).

- Payment of all tuition and fees is required to receive a diploma.

MS - Curriculum, Assessment and Instruction - Program of Study

Curriculum, Assessment, and Instruction Courses

Field experiences will be required in some courses.

EDUC-540	Advanced Curriculum Design	3
EDUC-640	Curriculum Transformation	3
EDUC-550	Advanced Assessment Design	3
EDUC-650	Assessment Transformation	3
EDUC-560	Advanced Instructional Design	3
EDUC-660	Innovative Instructional Design	3

Core Courses

EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - Early Childhood Education Major

This program is intended for Early Childhood Professionals with teaching licensure or other professional work experience related to early childhood fields, which may include, Education, Health Care, Ministry, Social/Support Services, Non-Profit Organizations, Government Entities, Childcare Administrators, among others. The MS in Early Childhood Education program is a lock-step, graduate level, non-licensure degree program structured to prepare candidates advanced level early childhood professionals, focusing on subject matter expertise, assessment knowledge, research, and developmentally appropriate instructional practices to early learning environments in order to support the healthy development of young children (birth-age 8) and their families.

Candidates will complete a 33-credit hour program that is aligned to the Council for the Accreditation of Educator Preparation's (CAEP) advanced-level program standards and the National Association for the Education of Young Children (NAEYC) standards. Courses are designed to provide participants with an essential mix of theory and practice. Field experiences require participants to arrange access to early childhood settings, which may include one's own classroom or employer when appropriate.

Candidates who have completed this program should be able to:

- Exhibit School of Integrated Learning and Development professional dispositions, demonstrate moral decision-making, uphold ethical standards with all stakeholders; reflect Christ-like behavior as the foundation of work with families, young children, and communities.
- Actively promote child development and developmentally appropriate learning experiences for all children in childcare, classroom, home, and community settings.
- Create safe, healthy, respectful, supportive, and challenging learning environments, where young children have access to quality learning opportunities that inspire and set the stage for growth across the developmental domains.
- Exhibit knowledge and understanding of the dynamics of diverse family and community characteristics; honor diverse cultural values, language, and norms by encouraging a child's learning connectedness to home.
- Consider contextual factors, learning cycle choices, development, and environment to proactively determine appropriate setting and behavior management procedures and practices; Initiate and think professionally in a timely manner to address management concerns.
- Design developmentally appropriate content-rich purposeful curriculum emphasizing the integration of topics and disciplines; Integrate academic standards, child development, impacting contextual factors and individual/group interests, needs, and learning styles.
- Facilitate positive, respectful, and reciprocal relationship-based interactions as a foundation to support, empower, and engage young children and families.

- Apply constructivist (Vygotsky) theoretical framework into practice throughout academic disciplines to design and support inquiry-based, play-based, open-ended, project-based, and problem-based learning experiences.
- Participate in informed advocacy for young children, families, and the early childhood profession through multiple types of advocacy (citizen, issue-based, self group, peer, statutory, family and friend).
- Evaluate and implement developmentally appropriate effective approaches when selecting a wide variety of tools, resources, and strategies to meet the unique needs of all learners including: technology, inquiry-based, project-based, problem-based, UDL, RTI, and differentiation practices.
- Demonstrate skills in systematic and responsible observing, documenting, assessing, analyzing, and reporting data to support early learning.
- Practice servant leadership philosophy and principles in approach to clinical and service experiences, serve by putting the needs of others first, sharing power, aspire to lead after trust and relations are earned and built, helping young children, families, and communities develop and perform as highly as possible.

Field Experiences required.

Admission Requirements

To meet the admission requirements for this master's degree program, candidates must have:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Supporting documentation of the following:
 - At least 2 years of experience in a professional position related to the support of young children and their families (i.e. pediatric nurse, children's ministry, social services, etc.).
 - Access to a P-3 classroom and childcare center (Letter of agreement).
 - Approval to utilize current early childhood professional position/setting as a potential alternative site for field requirements, if approved.
- Submit a signed FERPA Release Form.
- Proof of up-to-date TB test.
- Most current vaccination record.
- A signed Field Placement Requirement Notification form.
- A criminal history background check that meets School of Integrated Learning and Development guidelines.

NOTE: Applicants should be aware that Indiana State Legislation has mandated that expanded background checks are required for those working with students in Indiana schools. Applicants will also be required to adhere to any additional State Mandates required for educators. Though candidates will be required to submit an initial background check that is acceptable to the university as a part of their application materials, that successful background report will only serve to gain admittance to that academic program. School corporations are governed by a locally elected Board of Trustees who set policy for their school corporation. All accepted candidates should understand that additional background checks at the candidate's expense will most likely be required by school corporations and early childcare facilities before participating in clinical experiences

Graduation Requirements

To complete the Master of Science with a major in Early Childhood Education degree, candidates must:

- Successfully complete the program curriculum.
- Maintain a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.

- Payment of all tuition and fees is required to receive a diploma.

MS - Early Childhood Education Major - Program of Study

Early Childhood Education Courses

EDUT-514	Foundations in Early Childhood Development	3
EDUT-524	Parents, Families, and Community Partnerships	3
EDUT-532	Reading and Writing in Emergent Literacy	3
EDUT-534	Primary Grade Curriculum, Instruction, Assessment, and Management	3
EDUT-544	Early Childhood Advocacy in Action	3
ECED-555	Research in Early Childhood	3

Core Courses

EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - Early Childhood Teaching Major

The Master Science (M.S) program with a major in Early Childhood Teaching is designed to provide an advanced degree in early childhood teaching to teachers who were awarded a Transition to Teaching Early Childhood Education Certificate (or equivalent initial preparation at the graduate level) within ten years and became practicing classroom teachers. Candidates will complete a 33-credit hour program by adding 18 hours of advanced preparation courses to 15 hours that may be transferred in from the TTT Early Childhood Education program coursework. The 18 credit hours are designed to provide participants with methods and materials to deepen their teaching ability and help their own students learn, including working with special needs children and accompanying law and policies, culturally responsive teaching, ethics and faith, and research and technology tools. They build on prior TTT coursework and teaching experience and align to the Council for the Accreditation of Educator Preparation's advanced-level program standards. Course instruction is designed to model best practices and procedures in the classroom.

This program is open to any candidate who was awarded a Transition to Teaching Early Childhood Certificate within ten years and received an initial Early Childhood Education teaching license. In order to enter the degree program, candidates must have at least one year of successful teaching experience as a teacher of record; this may preclude some TTT Early Childhood Education completers from entering this degree program immediately. This program does not lead to additional subject area licensure. Prior to applying, an applicant is responsible for knowing whether or not this program will satisfy regulatory requirements for the state or country in which he or she may be seeking advanced standing.

Upon completion of the additional courses, candidates should be able to:

- Demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.
- Apply advanced knowledge of student learning suitable for any student.
- Apply data literacy to develop or sustain supportive school environments.
- Apply self-reflection and data analysis to improve their own teaching.
- Demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Apply technology appropriate for their field of specialization.

- Demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.
- Integrate global philosophies into their own educational practices.

Admission Requirements

The admission requirements for the M.S. program with a major in Early Childhood Teaching are as follows:

- Successful awarding of a TTT Early Childhood Education Certificate within the last ten years.
- Candidates need:
 - A valid (but not necessarily current) teacher's license or (state, national, or international) equivalent.
 - At least one year of teaching experience as teacher of record with supporting documentation from a school administrator.
 - Supporting documentation demonstrating access to an early childhood classroom.

Graduation Requirements

To graduate, from the M.S. program, candidates must have completed the following:

- Successful completion of the M.S. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a diploma.

MS - Early Childhood Teaching - Program of Study

Early Childhood Teaching Courses

Major (successful completion of a TTT Early Childhood Certificate with courses offered at a graduate level satisfies 15 hours of study in the major; an example would be the most recent version of IWU's TTT Early Childhood (Ohio) Certificate with EDUT-504, EDUT-514, EDUT-522, EDUT-532, EDUT-542, and EDUT-552; an equivalent body of work from another curriculum may be used)

EDSE-505	Foundations of Special Education	3

Core Courses

EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - Elementary Teaching Major

The Master of Science (M.S) program with a major in Elementary Teaching is designed to provide an advanced degree in elementary teaching to teachers who were awarded a Transition to Teaching Elementary Certificate (or equivalent initial preparation at the graduate level) within ten years and became practicing classroom teachers. Candidates will complete a 33-credit hour program by adding 18 hours of advanced preparation courses to 15 hours that may be transferred in from the TTT Elementary program coursework. The 18 credit hours are designed to provide participants with methods and materials to deepen their teaching ability and help their own students learn, including working with special needs children and accompanying law and policies, culturally responsive teaching, ethics and faith, and research and technology tools. They build on prior TTT coursework and teaching experience and align to the Council for the Accreditation of Educator Preparation's advanced-level program standards. Course instruction is designed to model best practices and procedures in the classroom.

This program is open to any candidate who was awarded a Transition to Teaching Elementary Certificate within ten years and received an initial Elementary teaching license. In order to enter the degree program, candidates must have at least one year of successful teaching experience as a teacher of record; this may preclude some TTT Elementary completers from entering this degree program immediately. This program does not lead to additional subject area licensure. Prior to applying, an applicant is

responsible for knowing whether or not this program will satisfy regulatory requirements for the state or country in which he or she may be seeking advanced standing.

Upon completion of additional courses, candidates should be able to:

- Demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.
- Apply advanced knowledge of student learning suitable for any student.
- Apply data literacy to develop or sustain supportive school environments.
- Apply self-reflection and data analysis to improve their own teaching.
- Demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Apply technology appropriate for their field of specialization.
- Demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.
- Integrate global philosophies into their own educational practices.

Admission Requirements

The admission requirements for the M.S. program with a major in Elementary Teaching are as follows:

- Successful awarding of a TTT Elementary Certificate within the last ten years.
- Candidates need:
 - A valid (but not necessarily current) teacher's license or (state, national, or international) equivalent.
 - At least one year of elementary teaching experience as teacher of record with supporting documentation from a school administrator.
 - Supporting documentation demonstrating access to an elementary classroom.

Graduation Requirements

To graduate from the M.S. program, candidates must have completed the following:

- Successfully completion of the M.S. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a diploma.

MS - Elementary Teaching Major - Program of Study

Elementary Teaching Courses

Major (successful completion of a TTT Elementary Certificate with courses offered at a graduate level satisfies 15 hours of study in the major; an example would be the most recent version of IWU's TTT Elementary Certificate with EDUT-505, EDUT-510, EDUT-521, EDUT-545, and EDUT-548; an equivalent body of work from another curriculum may be used)

EDSE-505	Foundations of Special Education	3

Core Courses

EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - English as a New Language Major

The Master of Science (M.S.) degree with a major in English as a New Language is designed for licensed teachers who have a bachelor's degree and at least one year of teaching experience. Candidates will complete a 30-credit hour program that is aligned to the TESOL Association's professional standards and the Council for the Accreditation of Teacher Education's advanced-level program standards. Field or clinical experiences are required.

The 15-credit-hour major in English as a New Language (ENL) identifies knowledge and skills based on current TESOL standards and develops candidates to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P-12 perspective. The major satisfies Indiana's program of study for an ENL endorsement, P-12. The 15-credit hours of core Education courses are designed to provide participants with methods and materials to deepen their teaching ability and help their own students learn, including culturally responsive teaching, ethics and faith, and research and technology tools. It aligns to the Council for the Accreditation of Educator Preparation's advanced-level program standards. Course instruction is designed to model best practices and procedures in the classroom.

This program is a pathway for training for those who need to take the Indiana ENL assessment. In addition, this program is open to candidates from all states and countries; these candidates are responsible for determining how the Indiana endorsement could be applied to a license issued by another state or jurisdiction. This could include teachers and leaders in the following schools: International schools, ACSI schools both stateside and overseas, charter, and private schools.

Candidates who have completed this program should be able to:

- Articulate the progress of language acquisition and development and the role this process plays in students' educational experience.
- Recognize that students' primary culture plays a crucial role in their adaptation to school.
- Facilitate instruction by creating a supportive environment and implementing the appropriate activities that promote learning for English language learners.
- Use formal assessments and informal assessment strategies that include methods to promote learner development.
- Build partnerships and serve as experts to support students, colleagues, and other stakeholders to benefit CLD/ENL students.
- Apply Christ-like leadership by modeling personal integrity, communication skills, cultural responsiveness, and ethical/legal decision-making.
- Demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.
- Apply advanced knowledge of student learning suitable for any student.
- Apply data literacy to develop or sustain supportive school environments.
- Apply self-reflection and data analysis to improve their own teaching.
- Demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Apply technology appropriate for their field of specialization.
- Demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.
- Integrate global philosophies into their own educational practices.

Admission Requirements

The admission requirements for the M.S. program with a major in English as a New Language, are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Candidates need:
 - A valid (but not necessarily current) state teacher's license. (Not required for non-licensure candidates.)
 - At least one year of teaching experience from an approved and accredited public, private, or parochial P-12 school in the United States or abroad. (Not required for non-licensure candidates.)
 - Supporting documentation demonstrating access to students with ENL needs to complete clinical experiences in a P-12 classroom.
- Submit a signed School of Integrated Learning and Development FERPA release form.

Clinical Experience Requirements

Field or clinical experiences are required. Candidates may complete field experience within their own classroom or school.

Licensure Testing

Candidates who wish to be recommended for the Indiana state license endorsement for English as a New Language must satisfy all completion requirements and receive a passing score on the required Indiana state English Learner assessment. Candidates who seek licensure in states other than Indiana bear the responsibility to determine whether completion of the Master of Science with a major in English as a New Language program will meet the academic and assessment requirements of the state in which licensure is sought.

Graduation Requirements

To graduate from the M.S. program, candidates must have completed the following:

- Successful completion of the M.S. curriculum.
- Possess a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a diploma.

MS - English as a New Language Major - Program of Study

English as a New Language Courses

EDEL-510	Language Acquisition in Classroom Instruction	3
EDEL-520	The Impact of Culture in the Classroom for the CLD/ENL Teacher	3
EDEL-530	Instructional Strategies for the CLD/ENL Student	3
EDEL-540	Classroom Assessment for the CLD/ENL Student	3
EDEL-550	Developing Vital Partnerships and Advocacy in a CLD/ENL Program	3

Core Courses

EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - English in Education Major

The Master of Science (M.S.) degree with a major in English in Education is designed for practicing school teachers who wish to become qualified to instruct advanced placement, dual enrollment, or early college courses, as well as deepen their understanding of English/Language Arts and advanced educational classroom practice. Candidates will complete a 33-credit hour program consisting of 18 credit hours in graduate English and 15 credit hours in graduate Education. Candidates should already be credentialed for teaching English/Language Arts in P-12 schools and/or community colleges, as this degree will not lead to initial or advanced state licensure in those areas.

The 18 credit hours of courses in English provide candidates with advanced knowledge and skills in the history and structure of the English language, the theory and practice of rhetorical analysis, synthesis, and argumentation, and formalist and cultural interpretations of a focused selection of poetic, dramatic, and fictional texts. The courses meet the requirements of the Higher Learning Commission to teach undergraduate-level courses in English. The general prerequisite for each English course is a bachelor's degree with an English/Language Arts major/minor, or state certification (in any state) to teach English/Language Arts.

The 15 credit hours of courses in Education are designed to provide participants with methods and materials to deepen their teaching ability and help their own students learn, including culturally responsive teaching, ethics and faith, and research and technology tools. It aligns to the Council for the Accreditation of Educator Preparation's advanced-level program standards. Course instruction is designed to model best practices and procedures in the classroom.

Upon completion of additional courses, candidates should be able to:

- Explain key structures and the importance of major historical developments in the English language.
- Create rhetorically-effective, evidence-based rhetorical analysis, synthesis, and argumentation by effectively using the writing process and applying key composition theories.
- Evaluate literature using biblical principles.
- Interpret fiction, non-fiction, poetry, and drama using both formalist and cultural critical approaches.
- Demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.
- Apply advanced knowledge of student learning suitable for any student.
- Apply data literacy to develop or sustain supportive school environments.
- Apply self-reflection and data analysis to improve their own teaching.
- Demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Apply technology appropriate for their field of specialization.
- Demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.
- Integrate global philosophies into their own educational practices.

Admission Requirements

The admission requirements for the M.S. program with a major in English in Education are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A bachelor's degree with an English/Language Arts major/minor, or must be state certified (in any state) to teach English/Language Arts in P-12 schools.

- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Candidates need:
 - A valid (but not necessarily current) state teacher's license to teach English/Language Arts, or a valid (but not necessarily current) temporary, standard, or professional teaching license/certificate from another recognized accreditation body (e.g., Association of Christian Schools International), or an official letter from a school administrator confirming employment as a teacher of record.
 - At least one year of teaching experience from an approved and accredited public, private, or parochial P-12 school in the United States or abroad.
 - Supporting documentation demonstrating access to a P-12 classroom, preferably in English/Language Arts.

Graduation Requirements

To graduate from the M.S. program, candidates must have completed the following:

- Successfully completion of the M.S. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a diploma.

MS - English in Education Major - Program of Study

English in Education Courses

ENGL-501	The Structure of Modern English	3
ENGL-502	Theory and Practice of Writing Rhetorical Analyses	3
ENGL-503	Theory and Practice of Synthesis and Argumentative Writing	3
ENGL-510	Fiction and Culture	3
ENGL-511	Drama and Culture	3
ENGL-512	Poetry and Culture	3

Core Courses

EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - Mathematics in Education Major

The Master of Science (M.S.) degree with a major in Mathematics in Education is designed for practicing secondary school teachers who wish to become qualified to instruct advanced placement, dual enrollment, or early college courses, as well as deepen their understanding of mathematics and advanced educational classroom practice. Candidates will complete a 33-credit hour program consisting of 18 hours in graduate mathematics and 15 in graduate education. Candidates must already be credentialed for teaching Mathematics in P-12 schools and/or community colleges, as this degree will not lead to initial or advanced state licensure in those areas.

The 18 credit hours of courses in Mathematics provide a broad understanding of the field, strengthening mathematical knowledge and accuracy, critical thinking, modeling and quantitative skills in fundamental domains along with a biblical worldview.

The 15 credit hours of courses in Education are designed to provide participants with methods and materials to deepen their teaching ability and help their own students learn, including culturally responsive teaching, ethics and faith, and research and technology tools. It aligns to the Council for the Accreditation of Educator Preparation's advanced-level program standards. Course instruction is designed to model best practices and procedures in the classroom.

Candidates who have completed this program should be able to:

- Interpret a breadth of mathematical knowledge effectively.
- Evaluate mathematical information accurately.
- Synthesize critical thinking and quantitative skills to analyze problems that can be modeled mathematically.
- Synthesize biblical knowledge with the attained quantitative knowledge.
- Demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.
- Apply advanced knowledge of student learning suitable for any student.
- Apply data literacy to develop or sustain supportive school environments.
- Apply self-reflection and data analysis to improve their own teaching.
- Demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Apply technology appropriate for their field of specialization.
- Demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.
- Integrate global philosophies into their own educational practices.

This program is available to candidates from all states or internationally, and does not lead to P-12 licensure.

Admission Requirements

The admission requirements for the M.S. program with a major in Mathematics in Education are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A bachelor's degree with a Mathematics major or must be state certified (in any state) to teach Mathematics at a secondary school level.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.
- Candidates need:
 - A valid (but not necessarily current) state teacher's license with an endorsement to teach secondary Mathematics, or a valid (but not necessarily current) temporary, standard, or professional teaching license/certificate from another recognized accreditation body (e.g., Association of Christian Schools International), or an official letter from a school administrator confirming employment as a teacher of record.
 - At least one year of teaching experience from an approved and accredited public, private, or parochial P-12 school in the United States or abroad.
 - Supporting documentation demonstrating access to a P-12 classroom, preferably in mathematics.

Graduation Requirements

To graduate from the M.S. program, candidates must have completed the following:

- Successful completion of the M.S. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successful completion of admission, mid-program review, and program completion gateways (p. 584).

- Payment of all tuition and fees is required to receive a diploma.

MS - Mathematics in Education Major - Program of Study

Mathematics Courses

MATH-501	Linear Algebra	3
MATH-502	Abstract Algebra	3
MATH-503	Advanced Calculus	3
MATH-504	Real Analysis	3
MATH-505	Statistical Methods I	3
MATH-506	Modern Geometry	3

Core Courses

EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - Online Teaching and Learning Major

The Master of Science degree with a major in Online Teaching and Learning is a 30-credit hour lockstep program. As the demand for online P-12 programs and courses increases, there is a corresponding need to develop innovative educational leaders who can model and articulate high-leverage practices in this ever-changing landscape. This program provides a solid foundation in learning, technology, design, evaluation, and instructional theories related to online learning and the creation of effective online courses. Candidates will gain experience with a broad range of technology tools and strategies commonly used in online education with multiple opportunities to apply this knowledge in authentic online instructional settings relevant to P-12 online learning environments. This program is aligned to the Council for the Accreditation of Educator Preparation's (CAEP) advanced-level program standards and the International Society for Technology in Education (ISTE) for Educators standards.

Candidates who have completed this program should be able to:

- Apply professional ethics and a biblical worldview to teaching and learning, research, technologies, instructional design, assessment strategies, and course development for P-12 online environments.
- Analyze current research, theories, methodologies, practices, and standards for online teaching and learning.
- Evaluate appropriate technologies and tools for optimal student learning and engagement in online environments.
- Design authentic learning experiences and assessments using the instructional design process.
- Demonstrate effective online systematic instructional design.
- Demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.
- Apply advanced knowledge of student learning suitable for any student.
- Apply data literacy to develop or sustain supportive school environments.
- Apply self-reflection and data analysis to improve their own teaching.
- Demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Apply technology appropriate for their field of specialization.
- Demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.

- Integrate global philosophies into their own educational practices.

Admission Requirements

The admission requirements for the M.S. program with a major Online Teaching and Learning, are as follows:

- Have completed a baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least a minimum of 30 hours was completed.
- Experience in an education environment.

Graduation Requirements

To graduate from the M.S. program with a major Online Teaching and Learning, candidates must have completed the following:

- Successful completion of the program curriculum.
- Maintain a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course
- Payment of all tuition and fees is required to receive a diploma.

MS - Online Teaching and Learning Major - Program of Study

Core Courses

EDUO-601	Teaching for Learning Online	3
EDUO-602	Engaging and Empowering Learning Through Technology	3
EDUO-603	Curriculum, Assessment, and Evaluation for the Online Learning Environment	3
EDUO-604	Fundamentals for Instructional Design for Online Learning	3
EDUO-605	Designing an Online Course	3
EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - Physics in Education Major

The Master of Science (M.S.) degree with a major in Physics in Education is designed for practicing secondary school teachers who wish to become qualified to instruct advanced placement, dual enrollment, or early college courses, as well as deepen their understanding of physics and advanced educational classroom practice. Candidates will complete a 33-credit hour program consisting of 18 hours in graduate physics and 15 in graduate education. Candidates must already be credentialed for teaching Physics in P-12 schools and/or community colleges, as this degree will not lead to initial or advanced state licensure in those areas.

The 18 credit hours of courses in Physics provide a broad understanding of the field, strengthening physics knowledge, critical thinking, mathematical modeling and quantitative skills in fundamental domains along with a biblical worldview.

The 15 credit hours of courses in Education are designed to provide participants with methods and materials to deepen their teaching ability and help their own students learn, including culturally responsive teaching, ethics and faith, and research and

technology tools. It aligns to the Council for the Accreditation of Educator Preparation's advanced-level program standards. Course instruction is designed to model best practices and procedures in the classroom.

Candidates who have completed this program should be able to:

- Analyze then synthesize scientific knowledge through the study of physics.
- Demonstrate critical thinking skills by explaining scientific concepts associated with the study of physics.
- Evaluate then solve physics problems that can be modeled mathematically
- Formulate a biblical worldview utilizing the attained scientific knowledge in physics.
- Demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.
- Apply advanced knowledge of student learning suitable for any student.
- Apply data literacy to develop or sustain supportive school environments.
- Apply self-reflection and data analysis to improve their own teaching.
- Demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Apply technology appropriate for their field of specialization.
- Demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.
- Integrate global philosophies into their own educational practices.

This program is available to candidates from all states or internationally, and does not lead to P-12 licensure.

Admission Requirements

The admission requirements for the M.S. program with a major Physics in Education, are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- A bachelor's degree with a Physics major or must be state certified (in any state) to teach Physics at a secondary school level.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.
- Candidates need:
 - A valid (but not necessarily current) state teacher's license, with an endorsement to teach Physics or Physical Science, or a valid (but not necessarily current) temporary, standard, or professional teaching license/certificate from another recognized accreditation body (e.g., Association of Christian Schools International), or an official letter from a school administrator confirming employment as a teacher of record.
 - At least one year (i.e., a minimum of one semester and one day) of teaching experience from an approved and accredited public, private, or parochial P-12 school in the United States or abroad.
 - Supporting documentation demonstrating access to a P-12 classroom, preferably secondary Physics, Physical Science, or General Science.

Graduation Requirements

To graduate from the M.S. program, candidates must have completed the following:

- Successful completion of the M.S. curriculum.

- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successful completion of admission, mid-program review, and program completion gateways (p. 584).
- Payment of all tuition and fees is required to receive a diploma.

MS - Physics in Education Major - Program of Study

Physics Courses

PHYS-501	Mathematical Methods for Physics	3
PHYS-502	Classical Mechanics	3
PHYS-503	Electromagnetism	3
PHYS-504	Quantum Mechanics I	3
PHYS-505	Quantum Mechanics II	3
PHYS-506	Modern Physics	3

Core Courses

EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - School Administration Major (Indiana)

The Master of Science (M.S.) degree with a major in School Administration is designed for practicing classroom teachers seeking an advanced degree in education. Candidates will complete a 33-credit hour program. The 18-credit hour concentration in School Administration identifies outcomes and expectations based on current school leadership principles and practices and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P–12 perspective. It aligns to the National Educational Leadership Preparation (NELP) standards and the Indiana Department of Education's (IDOE's) School Leader -- Building Level standards. The school administration major satisfies Indiana's required program of study for a building level administrator's license. The 15 credit hours of courses in Education are designed to provide participants with methods and materials to deepen their teaching ability and help their own students learn, including culturally responsive teaching, ethics and faith, and research and technology tools. It aligns to the Council for the Accreditation of Educator Preparation's advanced-level program standards. Course instruction is designed to model best practices and procedures in the classroom.

Candidates who have completed this program should be able to:

- Understand and be able to apply Christ-like leadership principles that build the spiritual foundation critical to the success of a world-changer.
- Demonstrate competency in the following School of Integrated Learning and Development's dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Demonstrate the ability to facilitate collaborative vision, mission, values, goals, and a culture of continuous improvement in the buildings they will lead to change the world.
- Demonstrate instructional leadership by understanding and promoting best practices in teaching, with an acute focus on student learning and academic success.
- Demonstrate the ability to leverage school operations, manage resources, and provide a safe learning environment to ensure the success of all students.
- Demonstrate the ability to build diverse relationships that engage parents and the community in the learning process and share resources for student success and for the benefit of all stakeholders.
- Model personal integrity, fairness, accountability, cultural responsiveness, and ethical/legal decision-making, and expect the same from staff and students.
- Candidates will demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.

- Candidates will demonstrate ethical, Christ-like attitudes, values, and Biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.
- Candidates will apply advanced knowledge of student learning suitable for any student.
- Candidates will apply data literacy to develop or sustain supportive school environments.
- Candidates will apply self-reflection and data analysis to improve their own teaching.
- Candidates will demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Candidates will apply technology appropriate for their field of specialization.
- Candidates will demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Candidates will apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.
- Candidates will integrate global philosophies into their own educational practices.

Admission Requirements

The admission requirements for the M.S. program with a major in School Administration are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.
- A GPA of 2.75 or above from the degree granting institution at which at least of minimum of 30 hours was completed
- Be currently employed in or have access to a P-12 public or non-public school in which the principal is willing to serve as a mentor for the internship phase of the program. Submission of a completed internship agreement with a building principal will be required prior to the start of the internship phase.
- Hold an initial, standard, provisional, proficient, or accomplished practitioner Instructional or School Counselor license. (Non-licensure candidates may have a private, state, international, ACSI, or charter school license).
- Have two years of full-time teaching experience on one of the licenses listed above in an approved and accredited public, private, or parochial elementary, secondary, or postsecondary school in the United States or abroad.

*Please note that in keeping with Indiana Department of Education licensure policy, experience gained by a teacher holding only an Emergency Permit, Provisional Permit, Transition to Teaching Permit, Career Specialist Permit, Charter School License, Substitute Permit, or Workplace Specialist II license is not acceptable as licenses of these types do not meet the prerequisite license requirements.

- Obtain recommendations from two school leaders (superintendent, principal, or assistant principal) who are qualified to judge the applicant's knowledge, skills, and dispositions in relation to pursuing the MS degree program and/or a Building Level Administrator's license. (Non-licensure candidates may acquire letters from school, church, or mission leaders.)
- Submit a signed School of Integrated Learning and Development FERPA release form.

Clinical Experience Requirements

- All candidates must complete two Internship courses (three credit hours each over a 7-8 month period).
- All candidates must secure a Principal-Mentor at the school in which they are currently teaching.
- The Principal-Mentor will work with the candidates throughout the course of the Internships.

Graduation Requirements

To graduate from the M.S. program, candidates must meet the following:

- Successfully complete the M.S. curriculum.
- Possess a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Satisfy admission, mid-program review, and program completion gateways (p. 584).
- Payment of all tuition and fees is required to receive a diploma.

Indiana Candidates -- Successful completion of the M.S. – School Administration program meets the academic requirements for recommendation for licensure. Additionally, candidates must complete other requirements of the Indiana Department of Education before a principal's license will be issued, including receiving a passing score on the related state assessment test, evidence of at least two years teaching or work experience as a teacher or school counselor on one of the following license types: initial, standard, provisional, proficient, or accomplished practitioner instructional or School Counselor license.

Other Candidates – Applicants who seek administrative licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU M.S. – School Administration program will meet the academic and assessment requirements of the state in which licensure is sought.

MS - School Administration (Indiana) - Program of Study

Core Courses

Field experiences will be required in some courses.

EDL-657	Collaborative Vision and Instructional Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-618	Professional, Legal, and Ethical Leadership	3
EDL-610	Community, Cultural, and Relational Leadership	3
EDL-612	Principal Internship I: Clinical Application of Leadership Principles	3
EDL-625	Principal Internship II: Clinical Application of Leadership Principles	3
EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - School Administration Major (Ohio)

The Master of Science (M.S.) degree with a major in School Administration is designed for practicing classroom teachers seeking an advanced degree in education. Candidates will complete a 33-credit hour program. The 18-credit hour concentration in School Administration identifies outcomes and expectations based on current school leadership principles and practices, and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P-12 perspective. It aligns to the National Educational Leadership Preparation (NELP) standards and the Ohio Department of Education's (ODE's) Standards for Principals. The school administration major satisfies Ohio's required program of study for a professional administrator's license. The 15 credit hours of courses in Education are designed to provide participants with methods and materials to deepen their teaching ability and help their own students learn, including areas such as culturally responsive teaching, ethics and faith, and research and technology tools. It aligns to the Council for the Accreditation of Educator Preparation's advanced-level program standards. Course instruction is designed to model best practices and procedures in the classroom.

Candidates who have completed this program should be able to:

- Understand and be able to apply Christ-like leadership principles that build the spiritual foundation critical to the success of a world-changer.

- Demonstrate competency in the following School of Integrated Learning and Development's dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Demonstrate the ability to facilitate collaborative vision, mission, values, goals, and a culture of continuous improvement in the buildings they will lead to change the world.
- Demonstrate instructional leadership by understanding and promoting best practices in teaching, with an acute focus on student learning and academic success.
- Demonstrate the ability to leverage school operations, manage resources, and provide a safe learning environment to ensure the success of all students.
- Demonstrate the ability to build diverse relationships that engage parents and the community in the learning process and share resources for student success and for the benefit of all stakeholders.
- Model personal integrity, fairness, accountability, cultural responsiveness, and ethical/legal decision-making, and expect the same from staff and students.
- Candidates will demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.
- Candidates will demonstrate ethical, Christ-like attitudes, values, and Biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.
- Candidates will apply advanced knowledge of student learning suitable for any student.
- Candidates will apply data literacy to develop or sustain supportive school environments.
- Candidates will apply self-reflection and data analysis to improve their own teaching.
- Candidates will demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents. Candidates will apply technology appropriate for their field of specialization.
- Candidates will demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Candidates will apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.
- Candidates will integrate global philosophies into their own educational practices.

Admission Requirements

The admission requirements for the M.S. program with a major in School Administration are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.
- A GPA of 2.75 or above from the degree granting institution at which at least of minimum of 30 hours was completed.
- Be currently employed in or have access to a P-12 public or non-public school in which the principal is willing to serve as a mentor for the internship phase of the program. Submission of a completed internship agreement with a building principal will be required prior to the start of the internship phase.
- Hold a standard or professional educator license. (Non-licensure candidates may have a private, state, international, ACSI, or charter school license.)
- Have two years of full-time teaching experience as a lead classroom teacher or teacher of record under a standard or professional educator license (or two years of work experience under a professional pupil services license) for the ages and grade levels for which the principal license is sought.

*Please note that in keeping with Ohio Department of Education licensure policy, experience gained by a teacher holding a substitute license or any alternative license, certificate, or permit is not acceptable as these do not meet the prerequisite requirements.

- Obtain recommendations from two school leaders (superintendent, principal, or assistant principal) who are qualified to judge the applicant's knowledge, skills, and dispositions in relation to pursuing the MS degree program and/or an Educational Leadership license. (Non-licensure candidates may acquire letters from school, church, or mission leaders.)
- Submit a signed School of Integrated Learning and Development FERPA release form.

Clinical Experience Requirements

- All candidates must complete two Internship courses (three credit hours each over 7-8 months).
- All candidates must secure a Principal-Mentor at the school in which they are currently teaching.
- The Principal-Mentor will work with the candidates throughout the course of the Internships.

Graduation Requirements

To graduate from the M.S. program, candidates must meet the following:

- Successfully complete the M.S. curriculum.
- Possess a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Satisfy admission, mid-program review, and program completion gateways (p. 584).
- Payment of all tuition and fees is required to receive a diploma.

Ohio Candidates -- Successful completion of the M.S. – School Administration program meets the academic requirements for recommendation for licensure. Additionally, candidates must complete other requirements of the state of Ohio before the appropriate PK-6, 4-9, or 5-12 principal's license will be issued, including receiving a passing score on the related state assessment test.

Other Candidates – Applicants who seek administrative licensure in states other than Ohio bear the responsibility to determine whether completion of the IWU M.S. – School Administration program will meet the academic and assessment requirements of the state in which licensure is sought.

MS - School Administration (Ohio) - Program of Study

Core Courses

Field experiences will be required in some courses.

EDL-657	Collaborative Vision and Instructional Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-618	Professional, Legal, and Ethical Leadership	3
EDL-610	Community, Cultural, and Relational Leadership	3
EDL-612	Principal Internship I: Clinical Application of Leadership Principles	3
EDL-625	Principal Internship II: Clinical Application of Leadership Principles	3
EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - Secondary Teaching Major

The Master of Science (M.S) program with a major in Secondary Teaching is designed to provide an advanced degree in secondary teaching to teachers who were awarded a Transition to Teaching Secondary Certificate (or equivalent initial preparation at the graduate level) within ten years and became practicing classroom teachers. Candidates will complete a 33-credit hour program by adding 18 hours of advanced preparation courses to 15 hours that may be transferred in from the TTT Secondary program coursework. The 18 credit hours are designed to provide participants with methods and materials to deepen their teaching ability and help their own students learn, including working with special needs children and accompanying law and policies, culturally responsive teaching, ethics and faith, and research and technology tools. They build on prior TTT coursework and teaching experience and align to the Council for the Accreditation of Educator Preparation's advanced-level program standards. Course instruction is designed to model best practices and procedures in the classroom.

This program is open to any candidate who was awarded a Transition to Teaching Secondary Certificate within ten years and received an initial Secondary or P-12 initial teaching license. In order to enter the degree program, candidates must have at least one year of successful teaching experience as a teacher of record; this may preclude some TTT Secondary completers from entering this degree program immediately. This program does not lead to additional subject area licensure. Prior to applying, an applicant is responsible for knowing whether or not this program will satisfy regulatory requirements for the state or country in which he or she may be seeking advanced standing.

Upon completion of additional courses, candidates should be able to:

- Demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.
- Apply advanced knowledge of student learning suitable for any student.
- Apply data literacy to develop or sustain supportive school environments.
- Apply self-reflection and data analysis to improve their own teaching.
- Demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Apply technology appropriate for their field of specialization.
- Demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.
- Integrate global philosophies into their own educational practices.

Admission Requirements

The admission requirements for the M.S. program with a major in Secondary Teaching are as follows:

- Successful awarding of a TTT Secondary Certificate within the last ten years.
- Candidates need:
 - A valid (but not necessarily current) teacher's license or (state, national, or international) equivalent.
 - At least one year of secondary or P-12 teaching experience as teacher of record with supporting documentation from a school administrator.
 - Supporting documentation demonstrating access to a secondary or P-12 classroom.

Graduation Requirements

To graduate from the M.S. program, candidates must have completed the following:

- Successfully completion of the M.S. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a diploma.

MS - Secondary Teaching Major - Program of Study

Secondary Teaching Courses

Major (successful completion of a TTT Secondary Certificate with courses offered at a graduate level satisfies 15 hours of study in the major; an example would be the most recent version of IWU's TTT Secondary Certificate with EDUT-515, EDUT-511, EDUT-575, EDUT-560, EDUT-578 and EDUT-580; an equivalent body of work from another curriculum may be used)

EDSE-505	Foundations of Special Education	3

Core Courses

EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - Special Education Major (Indiana)

The Master of Science (M.S.) degree with a major in Special Education is designed for practicing classroom teachers seeking training in special education for students with mild disabilities. Candidates will complete a 33-credit hour M.S. program, which aligns to the initial licensure standards established by the Council for Exceptional Children, state licensure requirements for Indiana, and the Council for the Accreditation of Educator Preparation's advanced-level program standards. Courses are designed to provide participants with methods and materials to serve students with exceptionalities through mild intervention. Candidates completing this program qualify for Indiana state licensure.

Prior to applying to the program, candidates seeking licensure are responsible for being knowledgeable of the licensure requirements of their state and whether or not IWU's MS Program will satisfy the requirements of the state in which they are seeking licensure.

Upon completion of this program, candidates should be able to:

- Identify diverse cultural and linguistic needs and utilize available technologies to develop culturally responsive learning plans.
- Use knowledge of general and specialized curricular content to individualize learning for students with exceptionalities.
- Select and administer appropriate assessments and analyze data from multiple sources to make data-driven decisions for students with exceptionalities.
- Select evidence-based instructional strategies and resources and implement them effectively to meet exceptional learning needs.
- Demonstrate the ability to create safe, inclusive learning environments by implementing evidence-based behavioral interventions for students with exceptionalities.
- Collaborate with families, colleagues, related service providers, and other stakeholders to provide appropriate learning experiences for students with exceptionalities.
- Use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to develop ethical, legally compliant communications and learning plans for students with exceptional needs exceptionalities.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview in their professional behaviors with colleagues and students with exceptionalities.
- Demonstrate strength in the following School of Integrated Learning and Development's dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.

- Apply advanced knowledge of student learning suitable for any student.
- Apply data literacy to develop or sustain supportive school environments.
- Apply self-reflection and data analysis to improve their own teaching.
- Demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Apply technology appropriate for their field of specialization.
- Demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.
- Integrate global philosophies into their own educational practices.

Admission Requirements

The admission requirements for the M.S. program are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.
- A valid (but not necessarily current) state teacher's license. (Not required for non-licensure candidates.)
- At least one year of teaching experience from an approved and accredited public, private, or parochial P-12 school in the United States or abroad. (Not required for non-licensure candidates.)
- Supporting documentation demonstrating access to a P-12 classroom.
- Submit a signed School of Integrated Learning and Development FERPA release form.

Field and Clinical Experience Requirements

All candidates must complete field and clinical experiences embedded within the special education courses.

Graduation Requirements

To graduate from the M.S. program, candidates must have completed the following:

- Successful completion of the M.S. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a diploma.

MS - Special Education (Indiana) - Program of Study

Special Education Courses

Field experiences will be required in some courses.

EDSE-510	Foundations in Language and Literacy Instruction	3
EDSE-520	Individualized Assessment and Data-Based Reading Interventions	3
EDSE-530	Research-Based Behavior Interventions	3
EDSE-540	Strategies and Interventions for Students With Autism Spectrum Disorders	3

EDSE-550	Collaboration With Families and Professionals	3
EDSE-560	Professional Learning and Ethical Practices	3

Core Courses

Field experiences will be required in some courses.

EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - Special Education Major (Ohio)

The Master of Science (M.S.) degree program with a major in Special Education is offered in an online format. The program is designed for practicing classroom teachers seeking training in special education for students with mild to moderate disabilities. Candidates will complete a 33-credit hour M.S. program, which aligns to the initial licensure standards established by the Council for Exceptional Children state licensure requirements for Ohio, and the Council for the Accreditation of Educator Preparation's advanced-level program standards. Courses are designed to provide participants with methods and materials to serve students with exceptionalities through mild to moderate intervention. Candidates completing this program qualify for Ohio state licensure.

Prior to applying to the program, candidates seeking licensure are responsible for being knowledgeable of the licensure requirements of their state and whether or not IWU's MS Program will satisfy the requirements of the state in which they are seeking licensure.

Upon completion of this program, candidates should be able to:

- Identify diverse cultural and linguistic needs and utilize available technologies to develop culturally responsive learning plans.
- Use knowledge of general and specialized curricular content to individualize learning for students with exceptionalities.
- Select and administer appropriate assessments and analyze data from multiple sources to make data-driven decisions for students with exceptionalities
- Select evidence-based instructional strategies and resources and implement them effectively to meet exceptional learning needs.
- Demonstrate the ability to create safe, inclusive learning environments by implementing evidence-based behavioral interventions for students with exceptionalities.
- Collaborate with families, colleagues, related service providers, and other stakeholders to provide appropriate learning experiences for students with exceptionalities.
- Use foundational knowledge of the field and the professional Ethical Principles and Practice Standards to develop ethical, legally compliant communications and learning plans for students with exceptionalities.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview in their professional behaviors with colleagues and students with exceptionalities.
- Demonstrate strength in the following dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.
- Apply advanced knowledge of student learning suitable for any student.
- Apply data literacy to develop or sustain supportive school environments.

- Apply self-reflection and data analysis to improve their own teaching.
- Demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Apply technology appropriate for their field of specialization.
- Demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.
- Integrate global philosophies into their own educational practices.

Admission Requirements

The admission requirements for the M.S. program are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.
- A valid (but not necessarily current) state teacher's license. (Not required for non-licensure candidates.)
- At least one year of teaching experience from an approved and accredited public, private, or parochial P-12 school in the United States or abroad. (Not required for non-licensure candidates.)
- Supporting documentation demonstrating access to a P-12 classroom.
- Submit a signed School of Integrated Learning and Development FERPA release form.

Field and Clinical Experience Requirements

All candidates must complete field and clinical experiences embedded within the special education courses.

Graduation Requirements

To graduate from the M.S. program, candidates must have completed the following:

- Successful completion of the M.S. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successful completion of twelve credit hours (undergraduate or graduate level) of teaching of reading courses – including at least one, 3-credit hour course in phonics.
- Payment of all tuition and fees is required to receive a diploma.

MS - Special Education Major (Ohio) - Program of Study

Special Education Courses

Field experiences will be required in some courses.

EDSE-510	Foundations in Language and Literacy Instruction	3
EDSE-520	Individualized Assessment and Data-Based Reading Interventions	3
EDSE-530	Research-Based Behavior Interventions	3
EDSE-540	Strategies and Interventions for Students With Autism Spectrum Disorders	3
EDSE-550	Collaboration With Families and	3

	Professionals	
EDSE-560	Professional Learning and Ethical Practices	3

Core Courses

Field experiences will be required in some courses.

EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - Special Education Teaching Major

The Master of Science (M.S) program with a major in Special Education Teaching is designed to provide an advanced degree in special education teaching to teachers who were awarded a Transition to Teaching Special Education Certificate (or equivalent initial preparation at the graduate level) within ten years and became practicing classroom teachers who received their initial Special Education P-12 teaching license. Candidates will complete a 30-credit hour program by adding 15 hours of advanced preparation courses to 15 hours that may be transferred in from TTT Special Education program coursework at the graduate level. The added credit hours are designed to provide participants with methods and materials to deepen their teaching ability and help their students learn, including culturally responsive teaching, ethics and faith, and research and technology tools. They build on prior TTT coursework and teaching experience and align to the Council for the Accreditation of Educator Preparation's advanced-level program standards. Course instruction is designed to model best practices and procedures in the classroom.

In order to enter the degree program, candidates must have at least one year of successful teaching experience as a teacher of record; this may preclude some TTT Special Education completers from entering this degree program immediately. This program does not lead to additional subject area licensure. Prior to applying, an applicant is responsible for knowing whether or not this program will satisfy regulatory requirements for the state or country in which they may be seeking advanced standing.

Upon completion of the additional courses, candidates should be able to:

- Demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.
- Demonstrate ethical, Christ-like attitudes, values, and biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.
- Apply advanced knowledge of student learning suitable for any student.
- Apply data literacy to develop or sustain supportive school environments.
- Apply self-reflection and data analysis to improve their own teaching.
- Demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Apply technology appropriate for their field of specialization.
- Demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.
- Integrate global philosophies into their own educational practices.

Admission Requirements

The admission requirements for the M.S. program with a major in Special Education Teaching are as follows:

- Successful awarding of a TTT Special Education Certificate within the last ten years through coursework at the graduate level.
- Candidates need:
 - A valid (but not necessarily current) teacher's license or state, national, or international equivalent.

- At least one year of P-12 teaching experience as teacher of record with supporting documentation from a school administrator.
- Supporting documentation demonstrating access to a special education classroom.

Graduation Requirements

To graduate, from the M.S. program, candidates must have completed the following:

- Successful completion of the M.S. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a diploma.

MS - Special Education Teaching Major - Program of Study

Special Education Teaching Courses

Major (successful completion of a TTT Special Education Certificate with courses offered at a graduate level satisfies 15 hours of study in the major; an example would be the most recent version of IWU's TTT Special Education Certificate with EDUT-563, EDSE-515, EDSE-525, EDSE-535, EDUT-573, EDUT-583, and EDSE-595; an equivalent body of work from another curriculum may be used)

Core Courses

EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MS - Technology/Digital Literacy in Education Major

The Master of Science (M.S.) degree with a major in Technology/Digital Literacy in Education is designed for computer or technology educators who wish to become qualified to instruct advanced placement, dual enrollment, or early college courses, as well as deepen their understanding of technology, digital literacy and advanced educational classroom practice. Candidates will complete a 33-credit hour program consisting of 18 hours in graduate technology and digital literacy and 15 in graduate education. Candidates must already be experienced in teaching technology and digital literacy in P-12 schools and/or community colleges, as this degree will not lead to initial or advanced state licensure in those areas.

The 18 credit hours of courses in Technology and Digital Literacy provide a broad understanding of the field, strengthening technical knowledge in related hardware and software, ethical digital practices, meeting the needs of the learner, devising sustainable technology integrations, systemic and creative problem-solving along with a biblical worldview.

The 15 credit hours of courses in Education are designed to provide participants with methods and materials to deepen their teaching ability and help their own students learn, including culturally responsive teaching, ethics and faith, and research and technology tools. It aligns to the Council for the Accreditation of Educator Preparation's advanced-level program standards. Course instruction is designed to model best practices and procedures in the classroom.

Candidates who have completed this program should be able to:

- Demonstrate technical knowledge and skills in the use of related hardware and software.
- Articulate and establish ethical practices in Digital Citizenship.
- Discriminate then align the use of technology to meet identified needs of the learner.
- Analyze then devise sustainable technology integrations for the learning community.
- Apply systems thinking to problem solving in creative and innovative ways.
- Candidates will demonstrate the ability to use research with an understanding of qualitative, quantitative and/or mixed methods research methodologies.

- Candidates will demonstrate ethical, Christ-like attitudes, values, and biblical worldview that encompass professional dispositions, laws and policies, codes of ethics and professional standards appropriate to classroom teaching in their professional behaviors.
- Candidates will apply advanced knowledge of student learning suitable for any student.
- Candidates will apply data literacy to develop or sustain supportive school environments.
- Candidates will apply self-reflection and data analysis to improve their own teaching.
- Candidates will demonstrate the ability to lead and participate in collaborative activities with others, such as peers, colleagues, teachers, administrators, community organizations, and parents.
- Candidates will apply technology appropriate for their field of specialization.
- Candidates will demonstrate cultural knowledge and culturally responsive teaching that promotes student and school success.
- Candidates will apply content knowledge and skills that the courses and other experiences of this advanced preparation emphasize.
- Candidates will integrate global philosophies into their own educational practices.

This program is available to candidates from all states or internationally, and does not lead to P-12 licensure.

Admission Requirements

The admission requirements for the M.S. program with a major Technology/Digital Literacy in Education, are as follows:

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- An undergraduate GPA of 2.75 or higher from the baccalaureate degree granting institution at which at least of minimum of 30 hours was completed.
- Candidates need:
 - A valid (but not necessarily current) state teacher's license, with an endorsement in any subject area, or a valid (but not necessarily current) temporary, standard, or professional teaching license/certificate from another recognized accreditation body (e.g., Association of Christian Schools International), or an official letter from a school administrator confirming employment as a teacher of record, adjunct instructor, or full-time instructor.
 - At least one year (i.e., a minimum of one semester and one day) of teaching experience from an approved and accredited public, private, or parochial P-12 school or postsecondary institution in the United States or abroad.
 - Supporting documentation demonstrating access to a P-12 or postsecondary classroom, preferably in Computers, Digital Literacy, Digital Media, or other technology-related area.

Graduation Requirements

To graduate from the M.S. program, candidates must have completed the following:

- Successful completion of the M.S. curriculum.
- Cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Successful completion of admission, mid-program review, and program completion gateways (p. 584).
- Payment of all tuition and fees is required to receive a diploma.

MS - Technology/Digital Literacy in Education Major - Program of Study

Core Courses

TECH-501	Digital Media Theory and Applications	3
TECH-502	Digital Content and Citizenship	3
TECH-503	Instructional Design Theory and Practice	3

TECH-504	Technology for Learning Communities	3
TECH-505	Web Design and Development	3
TECH-506	Data Utilization and Evaluation	3

Core Courses

EDUC-510	How We Learn	3
EDUC-520	The Faithful Teacher	3
EDUC-530	The Craft of Teaching	3
EDUC-600	Classroom Action Research Tools	3
EDUC-630	Research in My School	3

MBA Programs

MBA - School Administration (Indiana)

Candidates in the Master of Business Administration with a major in School Administration program develop strategies that promote a culture of achievement for all stakeholders, evaluate personal management capabilities, and design a plan to drive improvements in teacher effectiveness and student achievement, and integrate critical analysis with disciplines such as management, accounting, finance, and economics for continuous organizational improvement. Candidates create activities that contribute to the academic success of all students through effective teaching and best instructional practices. Candidates synthesize ethical standards in decision making and strategy development, create appropriate strategies to improve communication and build relationships to achieve organization goals, and integrate a biblical framework that guides interactions within the educational and stakeholder environments.

The 18-credit hour concentration in School Administration identifies outcomes and expectations based on current school leadership principles and practices and enables interns to engage in inquiry, research, dialogue, team learning, reflection, problem-based learning, collaboration, and standards-based assessment from a comprehensive P–12 perspective. It aligns to the National Educational Leadership Preparation (NELP) standards and the Indiana Department of Education's (IDOE's) School Leader -- Building Level standards. The school administration major combined with the Master's Degree in Business Administration satisfies Indiana's required program of study for a building level administrator's license. The education courses are designed to provide candidates with the knowledge, skills, and disposition to develop as school leaders, including cultural responsiveness, ethics and faith, and research and technology tools. It aligns to the Council for the Accreditation of Educator Preparation's advanced-level program standards.

Educators employed by school districts in states outside Indiana are welcome but are strongly advised to consult with their own state licensure office prior to registering. Students registering in MBA –School Administration courses bear the full responsibility for ensuring the applicability of IWU graduate courses for licensure in their state.

Upon completion of the program, students will be able to:

- Design solutions and strategies for complex business problems and opportunities.
- Evaluate personal leadership capabilities and design a plan to drive improvements in teacher effectiveness and student achievement.
- Integrate critical analysis with business administration disciplines such as management, accounting, finance and economics to ensure mission success.
- Synthesize ethical standards in decision-making and strategy development.
- Create appropriate strategies to achieve organization goals.
- Integrate a biblical framework that guides interactions within the educational and stakeholder environments.
- Demonstrate competency in the following School of Integrated Learning and Development's dispositional domains: Communication, Critical Thinking, Human Interaction, Leadership, and Professionalism.
- Demonstrate the ability to facilitate collaborative vision, mission, values, goals, and a culture of continuous improvement in the buildings they will lead to change the world.
- Demonstrate instructional leadership by understanding and promoting best practices in teaching, with an acute focus on student learning and academic success.

- Demonstrate the ability to leverage school operations, manage resources, and provide a safe learning environment to ensure the success of all students.
- Demonstrate the ability to build diverse relationships that engage parents and the community in the learning process and share resources for student success and for the benefit of all stakeholders.
- Model personal integrity, fairness, accountability, cultural responsiveness, and ethical/legal decision-making, and expect the same from staff and students.

Admission Requirements

- A baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.
- A GPA of 2.75 or above from the degree granting institution at which at least of minimum of 30 hours was completed. If an applicant's GPA is below 2.75, the student may be admitted on a probationary basis, as established by the guidelines of the DeVoe School of Business, Technology, & Leadership and the School of Integrated Learning and Development.
- Be currently employed in or have access to a P-12 public or non-public school in which the principal is willing to serve as a mentor for the internship phase of the program. Submission of a completed internship agreement with a building principal will be required prior to the start of the internship phase.
- Hold an initial, standard, provisional, proficient, or accomplished practitioner Instructional or School Counselor license.
- At least two years of teaching experience on one of the licenses listed above in an approved and accredited public, private, or parochial elementary, secondary, or postsecondary school in the United States or abroad. *Please note that in keeping with Indiana Department of Education licensure policy, experience gained by a teacher holding only an Emergency Permit, Provisional Permit, Transition to Teaching Permit, Career Specialist Permit, Charter School License, Substitute Permit, or Workplace Specialist II license is not acceptable as licenses of these types do not meet the prerequisite license requirements.
- Obtain recommendations from two school leaders (superintendent, principal, or assistant principal) who are qualified to judge the applicant's knowledge, skills, and dispositions in relation to pursuing the Building Level Administrator's license.
- Submit a signed School of Integrated Learning and Development FERPA release form.

Clinical Experience Requirements

- All candidates must complete two Internship courses (three credit hours each over 7-8 months).
- All candidates must secure a Principal-Mentor at the school in which they are currently teaching.
- The Principal-Mentor will work with the candidates throughout the course of the internships.

Graduation Requirements

To graduate from the MBA-SA program, candidates must meet the following:

- All MBA courses must be completed with a minimum GPA of 3.0 and a minimum grade of "C" in each course. A grade of "C-" or below will require the course to be repeated.
- Possess a cumulative GPA of 3.0 or above in all EDL graduate courses and a minimum grade of "B-" in each course.
- Satisfy admission, mid-program review, and program completion gateways.
- Payment of all tuition and fees is required to receive a diploma.

Indiana Candidates -- Successful completion of the MBA-School Administration program meets the academic requirements for recommendation for licensure. Additionally, candidates must complete other requirements of the Indiana Department of Education before a principal's license will be issued, including receiving a passing score on the related state assessment test, evidence of at least two years teaching or work experience as a teacher or school counselor on one of the following license types: initial, standard, provisional, proficient, or accomplished practitioner instructional or School Counselor license.

Other Candidates – Applicants who seek administrative licensure in states other than Indiana bear the responsibility to determine whether completion of the IWU M.S. – School Administration program will meet the academic and assessment requirements of the state in which licensure is sought.

MBA - School Administration (Indiana) - Program of Study

Business Courses

All courses must be completed with a grade of "C" or higher.

MGMT-501	Foundations of Graduate Business	3
MGMT-512	Ethical and Legal Aspects of Management	3
COMM-515	Decision-Making and Essential Business Communication	3
FINC-510	Financial Reporting and Analysis	3
ECON-510	Economic Analysis for Managers	3
MKTG-530	Marketing Management	3
MGMT-528	Global Management	3
MGMT-522	Business Strategy and Policy	3

Education Courses

All courses must be completed with a grade of "B-" or higher.

EDL-657	Collaborative Vision and Instructional Leadership	3
EDL-616	Organizational, Operational, and Resource Management	3
EDL-618	Professional, Legal, and Ethical Leadership	3
EDL-610	Community, Cultural, and Relational Leadership	3
EDL-612	Principal Internship I: Clinical Application of Leadership Principles	3
EDL-625	Principal Internship II: Clinical Application of Leadership Principles	3

Education Specialist Programs

EdS - Education Specialist - District Level Leadership Major (Indiana)

The Education Specialist (Ed.S.) with a Major in District Level Leadership is a post-graduate degree program that can lead to Indiana's P-12 District Level Administrator license. The program identifies outcomes and expectations based on current school leadership principles and practices and enables candidates to engage in analysis, problem-based learning, collaboration, and standards-based assessment from a district-level P-12 perspective. The program is aligned to Indiana's Rules for Educator Preparation and Accountability 3 (REPA 3) for district administrators and also aligned to the National Educational Leadership Preparation (NELP) District-level standards. Candidates will develop and demonstrate proficiency through performance on key assessments throughout the program that include field experiences. The curriculum and district administrator internship reflect a standards-based emphasis and will prepare candidates to pass Indiana's district-level leadership licensure exam. This program can provide entry into the Ed.D.

This post-graduate degree program meets the academic requirements for recommendation for District Level Administrator (superintendent) licensure in Indiana. Indiana candidates must complete other requirements of the Indiana Department of Education before a superintendent's license will be issued.

Candidates who have completed this program should be able to:

- Demonstrate competence in the following School of Integrated Learning and Development dispositional domains: Communication, Critical Thinking, Human Interaction, Character, Leadership, and Professionalism.

- Demonstrate the collaborative methods used to create a shared district vision, mission, values, goals, and a culture of continuous improvement based on best instructional practices and processes.
- Demonstrate the ability to collaborate with other education professionals and other district systems leaders to evaluate and then create a comprehensive and rigorous curricular program with an acute focus on student learning and academic success for all students.
- Demonstrate the knowledge and capacity to collaborate with elected or appointed boards to monitor school operations, manage resources efficiently and provides a safe learning environment for all families in order to provide the needed resources and school governance that ensures the maximum success for all students.
- Build diverse relationships that engage diverse families and all members of the community in the learning process based on established goals while leveraging all community stakeholder resources to promote the current and future success all students.
- Apply Christ-like leadership by modeling personal integrity, fairness, accountability, cultural responsiveness, and ethical/legal decision-making, and expect the same from staff and students.
- Use appropriate communication to promote the success of all students by advocating for the district and its stakeholders to the larger local, state, and national leaders so the leaders and local community adapt to and influence emerging trends in the larger political, social, economic, legal, and cultural context.
- Analyze a district related topic and review the literature.
- Exhibit the aptitude to cultivate professional norms in others by modeling legal and ethical decisions and integrity in the broader district culture.

Admission Requirements

To meet the admission requirements for this specialist degree program, candidates must:

- Have completed a master's degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). The degree must be verified on official transcripts and sent directly to Indiana Wesleyan University.
- Have a graduate GPA of 3.0 or higher in graduate-level courses from master's degree-granting institution.
- Be currently employed by or have access to a P-12 public or non-public school corporation in which a superintendent (or other central office administrator who holds a superintendent's license) is willing to serve as a mentor for the internship phase of the program.
 - Submission of a completed internship agreement form with an appropriate central office administrator signature will be required prior to the beginning of the program.
- Hold a current, proficient practitioner teaching or administrator license issued by any state in the United States.
- Submit experience verification letter(s) signed by an employer on letterhead stating position and at least three years of instructional experience.
- Submit a signed School of Integrated Learning and Development FERPA Release Form.
- Present at least three letters of recommendation; one must be from the current superintendent in the district or corporation in which the candidate is employed.

Clinical Experience Requirements

All Ed.S. candidates must complete a three-credit-hour Internship spanning six-months in accordance with NELP Standard requirements. Candidates should anticipate paying an additional clinical experience fee during EDL-718.

All candidates must secure an Internship Mentor at the school district in which they are currently leading or teaching. The mentor administrator must have a superintendent's license and be able to attend scheduled video conferences with the university professor. The Internship Mentor will work with the candidate throughout the course of the Internship to provide real-world district-level leadership opportunities.

Graduation Requirements

To graduate the Ed.S. degree, candidates must:

- Successfully complete all courses and a six month internship.
- Maintain a cumulative GPA of 3.25 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a diploma and be recommended for licensure.

EdS - Education Specialist - District Level Leadership Major (Indiana) - Program of Study

Core Courses

EDL-702	Curriculum Leadership Processes	3
EDL-703	District-level Assessment	3
EDL-704	Culturally Responsive Leadership	3
EDL-706	District Talent Management and Labor Law	3
EDL-708	District Facilities Management	3
EDL-710	District Budgets and Finance	3
EDL-712	Politics and Current Issues	3
EDL-714	Ethical Leadership and Change Theory	3
EDL-716	Research Methods, Topics and Review	3
EDL-718	Supervised Internship	3

EdS - Education Specialist - District Level Leadership Major (Ohio)

The Education Specialist (Ed.S.) with a Major in District Level Leadership is a post-graduate degree program that can lead to Ohio P-12 District Level Administrator license. The program identifies outcomes and expectations based on current school leadership principles and practices and enables candidates to engage in analysis, problem-based learning, collaboration, and standards-based assessment from a district-level P-12 perspective. The program is aligned to the state of Ohio Department of Education's (ODE's) professional administrator standards for district administrators and also aligned to the National Educational Leadership Preparation (NELP) District-level standards. Candidates will develop and demonstrate proficiency through performance on key assessments throughout the program that include field experiences. The curriculum and district administrator internship reflect a standards-based emphasis and will prepare candidates to pass Ohio's district-level leadership licensure exam. This program can provide entry into the Ed.D.

This post-graduate degree program meets the academic requirements for recommendation for District Level Administrator (superintendent) licensure in Ohio. Ohio candidates must complete other requirements of the Ohio Department of Education before a superintendent's license will be issued.

Candidates who have completed this program should be able to:

- Demonstrate competence in the following School of Integrated Learning and Development dispositional domains: Communication, Critical Thinking, Human Interaction, Character, Leadership, and Professionalism.
- Demonstrate the collaborative methods used to create a shared district vision, mission, values, goals, and a culture of continuous improvement based on best instructional practices and processes.
- Demonstrate the ability to collaborate with other education professionals and other district systems leaders to evaluate and then create a comprehensive and rigorous curricular program with an acute focus on student learning and academic success for all students.
- Demonstrate the knowledge and capacity to collaborate with elected or appointed boards to monitor school operations, manage resources efficiently and provides a safe learning environment for all families in order to provide the needed resources and school governance that ensures the maximum success for all students.
- Build diverse relationships that engage diverse families and all members of the community in the learning process based on established goals while leveraging all community stakeholder resources to promote the current and future success all students.

- Apply Christ-like leadership by modeling personal integrity, fairness, accountability, cultural responsiveness, and ethical/legal decision-making, and expect the same from staff and students.
- Use appropriate communication to promote the success of all students by advocating for the district and its stakeholders to the larger local, state, and national leaders so the leaders and local community adapt to and influence emerging trends in the larger political, social, economic, legal, and cultural context.
- Analyze a district related topic and review the literature.
- Exhibit the aptitude to cultivate professional norms in others by modeling legal and ethical decisions and integrity in the broader district culture.

Admission Requirements

To meet the admission requirements for this specialist degree program, candidates must:

- Have completed a master's degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). The degree must be verified on official transcripts and sent directly to Indiana Wesleyan University.
- Have a graduate GPA of 3.0 or higher in graduate-level courses from master's degree-granting institution.
- Be currently employed by or have access to a P-12 public or non-public school corporation in which a superintendent (or other central office administrator who holds a superintendent's license) is willing to serve as a mentor for the internship phase of the program.
 - Submission of a completed internship agreement form with an appropriate central office administrator signature will be required prior to the beginning of the program.
- Hold a current administrator license (principal or administrative specialist) obtained through a traditional university licensure program and issued by any state in the United States.
- Submit experience verification letter(s) signed by an employer on letterhead stating position and at least three years of successful experience as a principal or administrative specialist while holding the respective license.
- Submit a signed School of Integrated Learning and Development FERPA Release Form.
- Present at least three letters of recommendation; one must be from the current superintendent in the district or corporation in which the candidate is employed or where they will be completing their program requirements.

Clinical Experience Requirements

All Ed.S. candidates must complete a three-credit-hour Internship spanning six months in accordance with NELP Standard requirements. Candidates should anticipate paying an additional clinical experience fee during EDL-718.

All candidates must secure an Internship Mentor at the school district in which they are currently leading or teaching. The mentor administrator must have a superintendent's license and be able to attend scheduled video conferences with the university professor. The Internship Mentor will work with the candidate throughout the course of the Internship to provide real-world district-level leadership opportunities.

Graduation Requirements

To graduate the Ed.S. degree, candidates must:

- Successfully complete all courses and successfully complete the six-month internship.
- Maintain a cumulative GPA of 3.25 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a diploma and be recommended for licensure.

EdS - Education Specialist - District Level Leadership Major (Ohio) - Program of Study

Core Courses

EDL-702	Curriculum Leadership Processes	3
EDL-703	District-level Assessment	3
EDL-704	Culturally Responsive Leadership	3
EDL-706	District Talent Management and Labor Law	3

EDL-708	District Facilities Management	3
EDL-710	District Budgets and Finance	3
EDL-712	Politics and Current Issues	3
EDL-714	Ethical Leadership and Change Theory	3
EDL-716	Research Methods, Topics and Review	3
EDL-718	Supervised Internship	3

EdS - Education Specialist - Educational Leadership Major

This program is designed for individuals who want to further develop their skills in educational leadership. Through this program students will acquire the skill to lead various types of educational organizations. Examples might include: Higher Education, Educational Consulting, Education/Training development in businesses or hospitals, etc. Learning will occur through coursework, research and a practical capstone project. Courses include both theoretical and practical content that culminates in a unique Capstone course that is designed to meet the professional goals of each student. By the end of the program, students will have gained the knowledge, skills and confidence to be a successful leader in their field. This program will provide entry into the Ed.D.

Candidates who have completed this program should be able to:

- Apply various leadership models in educational environments.
- Create organizational change initiatives in educational environments.
- Develop skills to lead educational practices across diverse educational settings.
- Communicate, in writing and orally, with diverse audiences about educational theories, research, and practices.
- Analyze current research, theories, practices in educational organizations.
- Create strategic leadership plans that are culturally responsive for an educational setting.
- Model Christ-like leadership through personal integrity, fairness, accountability, cultural responsiveness, and ethical/legal decision-making.
- Collaborate with various educational stakeholders in a variety of settings through teambuilding and conflict resolution.

Admission Requirements

To meet the admission requirements for this specialist degree program, candidates must:

- Have completed a master's degree in education (or related field) from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). Degrees must be verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- Have a graduate GPA of 3.0 or higher in graduate-level courses from master's degree-granting institution.
- Have a minimum of three years of experience at an educational organization or related field.
- Present at least two letters of recommendation.

Graduation Requirements

To graduate the Ed.S. degree, candidates must:

- Successfully complete the curriculum.
- Maintain a cumulative GPA of 3.25 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a diploma.

EdS - Education Specialist - Educational Leadership Major - Program of Study

Core Courses

EDL-707	Advanced Scholarly Writing in Educational Leadership	3
EDL-709	Educational Leadership Theory and Practice	3
EDL-711	Cultural Responsiveness in an Educational Setting	3
EDL-713	Ethical Leadership in Education	3
EDL-715	Change Theory and Educational Leadership	3
EDL-717	Collaboration in Educational Leadership: Groups and Teams	3
EDL-719	Conflict Resolution in Educational Leadership	3
EDL-721	Current Trends and Issues in Educational Leadership	3
EDL-716	Research Methods, Topics and Review	3
EDL-723	Educational Leadership Capstone	3

EdS - Education Specialist - Educational Technology and Learning Engineering Major

The Education Specialist with a Major in Educational Technology and Learning Engineering degree is a 30-credit hour lockstep, postgraduate doctoral level program. The landscape of P-12 education is complex and rapidly changing, posing opportunities and challenges to what it means to be an effective teacher and successful student learner. This program is designed to equip educational leaders to tackle these promising and challenging frontiers of education—innovating education technology, leveraging the science of learning, and developing powerful pedagogies to improve learning outcomes in P-12 online educational environments. Undergirded with a foundation in the theories of learning and teaching and real-world experiences in the confluence of instructional design, educational technology, and learning engineering, candidates will graduate with a dynamic professional learning network (PLN) that showcases the depth and breadth of their design work and demonstrates their capabilities as leaders in learner-centered engineering, design, and innovation. This program is aligned to the recommended requirements of the Council for the Accreditation of Educator Preparation's (CAEP) advanced-level program standards, the International Society for Technology in Education (ISTE) for Educators standards, and the Institute of Electrical and Electronics Engineers Standards Association (IEEE-SA) for Industry Consortium on Learning Engineering. This program can provide entry into the Ed.D.

Candidates who have completed this program should be able to:

- Apply a biblical world view and ethic to teaching and learning, research, technologies, instructional design, assessment strategies, and course development for P-12 online environments.
- Analyze current research, theories, methodologies, practices, and standards for online teaching and learning.
- Evaluate appropriate technologies and tools for optimal student learning and engagement in online environments.
- Design authentic learning experiences and assessments using the instructional design process.
- Demonstrate effective online systematic instructional design.
- Apply how learning theories and technologies can be applied to engineer and implement innovative and effective online learning designs and experiences.
- Examine critical issues and trends in educational technology and learning engineering and how they impact the P-12 online learning environment.

- Research leadership initiatives that disrupt, challenge, and advance the design, implementation, and sustainability of innovative learning environments.
- Develop Investigative skills for advanced learning applications for P-12 learning environments.
- Demonstrate an understanding of an empathetic student-centered learning environment that supports learners' individual differences, creates consistency, decreases cognitive load, increases working memory, and builds community.

Admission Requirements

To meet the admission requirements for this educational specialist degree program, candidates must:

- Have a graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) verified on original transcripts sent by the institution directly to Indiana Wesleyan University. Transcripts from foreign institutions may need to be sent to an outside agency for evaluation and determination of transferable credits, degrees, and GPA. If this outside review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.
- Have a graduate GPA of 3.0 or higher from the graduate degree granting institution at which at least a minimum of 30 hours was completed.
- Supporting documentation demonstrating access to a P-16 or adult education classroom.
- Experience in an education environment.

Graduation Requirements

To complete the Education Specialist with a major in Educational Technology and Learning Engineering degree, candidates must:

- Successfully complete the program curriculum.
- Maintain a cumulative GPA of 3.0 or above in all graduate work and a minimum grade of "B-" in each course.
- Payment of all tuition and fees is required to receive a diploma.

EdS - Education Specialist - Educational Technology and Learning Engineering Major - Program of Study

Core Courses

EDUO-701	Teaching for Learning Online	3
EDUO-702	Engaging and Empowering Learning Through Technology	3
EDUO-703	Curriculum, Assessment, and Evaluation for the Online Learning Environment	3
EDUO-704	Fundamentals for Instructional Design for Online Learning	3
EDUO-705	Designing an Online Course	3
EDUO-706	Leading Innovation and Change in Online Learning Environments	3
EDUO-708	Exploring Issues and Trends in Educational Technology and Learning Engineering	3
EDUO-710	Designing Online School Learning Environments	3
EDUO-712	Advanced Learning Applications	3
EDUO-714	Educational Technology and Learning Engineering Capstone	3

Doctoral Degree Programs

EDD - Doctor of Education - Education

The Doctor of Education (Ed.D.) degree with a major in Education is a practical terminal degree that provides an advanced graduate education for students seeking educational positions including teaching and administration in higher or P-12 education, educational policy, consulting, or action research.

Candidates who have completed this program should be able to:

- Apply biblical principles in reading, research, writing, and reporting.
- Demonstrate the ability to conduct high-quality action research in their field.
- Apply education history, learning theory, and cultural responsiveness to their learning and action research.
- Apply multicultural and/or global perspectives and solutions in action research.
- Demonstrate professional dispositions relevant to the field.
- Demonstrate the ability to write and communicate at the doctoral level.

Admission Requirements

The admission requirements for acceptance into the Doctor of Education, with a Major in Education program are as follows:

- An Education Specialist Degree (Ed.S.), or 30 or more doctoral level credits (700 level or above) with an education focus.
- The Ed.S. degree or 30 hours of doctoral work must be from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). Degrees must be verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- GPA of 3.0 in all previous doctoral work.
- Submission of all documents required by the Admissions Selection Committee and approval by the committee for admission into the program.

Graduation Requirements

To graduate, candidates must have completed the following:

- Completion of all classes with a minimum GPA of 3.25 and minimum grade of B- in each course. A grade of C+ or below will require the course to be repeated
- Successful completion of doctoral action research project and presentation.
- Payment of all tuition and fees is required to receive a diploma.

EDD - Doctor of Education - Education - Program of Study

Core Courses

EDD-719	Scholarly Research and Writing for Action Research	3
EDD-720	Issues and Ethics in Education	3
EDD-740	Education History and Law	3
EDD-760	Learning and Change Management Theories	3
EDD-820	Statistics for Education	3
EDD-840	Research Methods in Education	3
EDD-860	Action Research I for Education	3
EDD-880	Action Research II for Education	3
EDD-950	Research Writing for Education	3
EDD-990	Presentation and Publication of Education Research	3

EDD - Doctor of Education - Educational Leadership

The Doctor of Education (Ed.D.) degree with a major in Educational Leadership is a practical, terminal degree that provides an advanced graduate education for students seeking educational positions including teaching and administration in higher or P-12 education, educational policy, education/training in businesses, consulting, or action research.

Through this program students will acquire the skill to lead various types of educational organizations. Learning will occur through coursework that includes theory and practice, research for a practical capstone project, and completion of an action research dissertation. By the end of the program, students will have gained the knowledge, skills and confidence to be a successful leader and action researcher in their field.

Candidates who have completed this program should be able to:

- Apply various leadership models in educational environments.
- Create organizational change initiatives in educational environments.
- Develop skills to lead educational practices across diverse educational settings.
- Communicate, in writing and orally, with diverse audiences about educational theories, research, and practices.
- Analyze current research, theories, policies, and practices in educational organizations.
- Create strategic leadership plans that are culturally responsive for an educational setting.
- Model Christ-like leadership through personal integrity, fairness, accountability, cultural responsiveness, and ethical/legal decision-making.
- Collaborate with various educational stakeholders in a variety of settings through teambuilding and conflict resolution.
- Apply biblical principles in reading, research, writing, and reporting.
- Demonstrate the ability to conduct high-quality action research in their field.
- Apply education history, learning theory, and cultural responsiveness to their learning and action research.
- Apply multicultural and/or global perspectives and solutions in action research.
- Demonstrate professional dispositions relevant to the field.
- Demonstrate the ability to write and communicate at the doctoral level.

Admission Requirements

The admission requirements for acceptance into the Doctor of Education, with a Major in Educational Leadership program are as follows:

- Have completed a master's degree in education (or related field) from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). Degrees must be verified on original transcripts sent by the institution directly to Indiana Wesleyan University.
- Have a graduate GPA of 3.0 or higher in graduate-level courses from master's degree-granting institution.
- Have a minimum of three years of experience at an educational organization or related field.
- Present at least two letters of recommendation.

Program Requirements

Process for doctoral candidacy

- Satisfactory completion of EDL-723 Capstone.
- Submission of all documents required by the Admissions Selection Committee.
- Approval by the committee for progression into doctoral candidacy at program mid-point.

Graduation Requirements

To graduate, candidates must have completed the following:

- Successfully complete the curriculum.

- Completion of all classes with a minimum GPA of 3.25 and minimum grade of B- in each course. A grade of C+ or below will require the course to be repeated
- Successful completion of doctoral action research project and presentation.
- Payment of all tuition and fees is required to receive a diploma.

EDD - Doctor of Education - Educational Leadership - Program of Study

Core Courses

EDL-707	Advanced Scholarly Writing in Educational Leadership	3
EDL-709	Educational Leadership Theory and Practice	3
EDL-711	Cultural Responsiveness in an Educational Setting	3
EDL-713	Ethical Leadership in Education	3
EDL-715	Change Theory and Educational Leadership	3
EDL-717	Collaboration in Educational Leadership: Groups and Teams	3
EDL-719	Conflict Resolution in Educational Leadership	3
EDL-721	Current Trends and Issues in Educational Leadership	3
EDL-716	Research Methods, Topics and Review	3
EDL-723	Educational Leadership Capstone	3
EDD-719	Scholarly Research and Writing for Action Research	3
EDD-720	Issues and Ethics in Education	3
EDD-740	Education History and Law	3
EDD-760	Learning and Change Management Theories	3
EDD-820	Statistics for Education	3
EDD-840	Research Methods in Education	3
EDD-860	Action Research I for Education	3
EDD-880	Action Research II for Education	3
EDD-950	Research Writing for Education	3
EDD-990	Presentation and Publication of Education Research	3

Division of Liberal Arts

Programs offered are:

- Undergraduate Certificates in:
 - Communications (p. 682)
 - General Studies (p. 683)
- Associate of Science degree with majors in:
 - Creative Digital Media (p. 683)
 - Integrative Studies with concentration in Communication (p. 684)
 - Integrative Studies with concentration in Custom (p. 686)
- Bachelor of Science degree with majors in:

- Communications (p. 687)
- Integrative Studies with concentration in Custom (p. 688)

Undergraduate Certificate Programs

Undergraduate Certificate - Communications

Admission Requirements

- Accepted as a regular degree seeking student or as an unclassified student
- Unclassified student requires proof of high school graduation

Completion Requirements

- 15 credit hours from the selected courses in the specified certificate area
- Nine of the credits must be earned at IWU for degree seeking students; all credits must be earned at IWU for unclassified students
- Minimum grade of "C" in each course
- Payment of all tuition and fees is required to receive certificate

Undergraduate Certificate - Communications Program of Study

Communications

Choose 15 credits from the following:

COM-110	Oral Communication - Public Speaking	3
COM-115	Introduction to Human Communication	3
WRI-235	Creative Writing	3
COM-211	Introduction to Mass Communication	3
COM-209	Small Group Communication	3
COM-280	Intercultural Communication	3
COM-352	Interpersonal Communication	3

Undergraduate Certificate - General Studies

Admission Requirements

- Accepted as a regular degree seeking student or as an unclassified student
- Unclassified student requires proof of high school graduation

Completion Requirements

- 15 credit hours from the selected courses in the specified certificate area
- Nine of the credits must be earned at IWU for degree seeking students; all credits must be earned at IWU for unclassified students
- Minimum grade of "C" in each course
- Payment of all tuition and fees is required to receive certificate

Undergraduate Certificate - General Studies Program of Study

General Studies

ENG-140	College Writing	3
MAT-108	Modern Concepts of Mathematics	3

FINA-180	Humanities Fine Arts	3
PSY-155	Personal Adjustment	3
COM-115	Introduction to Human Communication	3

Associate Degree Programs

AS - Creative Digital Media

The Associate of Science degree with a major in Creative Digital Media provides students with the practical skills and knowledge necessary to create digital media solutions based on effective communication strategies. Students will use industry-standard software and tools to engage in real-world, hands-on experiences with still images, motion video, social media, and web design. Throughout the program, students will develop professional portfolios that demonstrate their understanding and application of communication principles and implementation of digital media solutions. Skill-based courses in the program are designed to meet the needs of students who have no prior experience with digital media, as well as students who have some experience. Upon successful completion of the program, students are prepared to earn industry certifications and seek entry-level careers in marketing, advertising, product development, web design and development, public relations, video production, and visual communication. Additionally, the skills and knowledge acquired through this program provide an excellent foundation for students desiring to continue their education at IWU to complete a bachelor's degree in any discipline, especially degrees with majors in Communication and Marketing.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Creative Digital Media should be able to:

- Create various digital media deliverables.
- Apply effective communication principles, theories, and strategies to digital media solutions.
- Demonstrate effective collaboration in the production of digital media.
- Integrate biblical principles with professional practices in digital media solutions.

Admission Requirements

The admission requirements for the associate degree programs offered through the College of Adult and Professional Studies are as follows:

- Proof of standard high school diploma or GED certification.
- Submission of all required items for the admissions process as outlined in the "application procedures" section of the application packet.

Required Materials

- Subscription to Adobe Creative Cloud for students for the entirety of the program.
- DSLR camera capable of manual exposure settings for use in capturing still images.
- Digital video camera with ability for manual setting of focus, white balance, and exposure, as well as an external audio input option (XLR or 3.5mm mini-jack).
- External microphone (XLR or 3.5mm mini-jack) that will work with the selected camera.
- A minimum of three, color-temperature matched, lights (practical lights are acceptable, but a dimmable option is preferred).
- Two external 500Gb hard drives (one primary, one backup).
- Anytime access to a computer capable of audio/video display and the Adobe software's minimum requirements.

Graduation Requirements

To graduate with an associate degree with a major in Creative Digital Media from the College of Adult and Professional Studies at Indiana Wesleyan University, the following requirements must be met:

- Completion of 60 semester hours

- Completion of foundational, major, and completion of 24 hours of general education requirements as specified (General Education Requirements (p. 327)).
- Cumulative GPA of 2.0 or higher.
- Payment of all tuition and fees is required to receive a diploma.

Creative Digital Media (AS) - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Core Courses

COM-102	Communication and Digital Media	3
COM-135	Digital Media Storytelling	3
COM-130	Introduction to Digital Media Solutions	3
COM-225	Graphic Design for Digital Communication	3
COM-209	Small Group Communication	3
COM-329	Media and Society	3
COM-219	Digital Photo Imaging	3
COM-239	Digital Video Production	3
COM-249	Digital Video Postproduction	3
COM-260	Strategic Social Media	3
COM-265	Web Presence Design	3

AS - Integrative Studies - Communication

The Associate of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 60 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning from a Christian worldview.

The Integrative Studies major may not be taken as an additional major and is not available for students who are completing other IWU Associate degree programs.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Integrative Studies should be able to:

- Illustrate connections between life experiences and fields of study.
- Describe connections between examples, facts, or theories from more than one field of study or perspective.
- Explain problems or issues by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that explicitly connect content and form with an awareness of purpose and audience.
- Evaluate changes in one's own learning over time to envision a future self.

- Integrate Christian faith, ethics, and character with knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours; 15 hours must be taken at IWU.
- Completion of 15 semester hours in the concentration; nine hours must be taken at IWU.
- Concentration GPA of 2.0.
- Cumulative GPA of 2.0 or higher.
- Completion of the 30 hours of general education as specified (General Education Requirements (p. 335)).
- Payment of all tuition and fees is required to receive a diploma.

Integrative Studies (AS) - Communication Concentration Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3
UNV-104	Introduction to Integrative Learning	1
UNV-201	Integrative Learning Capstone	2

Communication Concentration

15 hours of Communication courses; nine hours must be from the following:

COM-110	Oral Communication - Public Speaking	3
COM-115	Introduction to Human Communication	3
COM-209	Small Group Communication	3
COM-227	Research Methods in Communication	3
COM-233	Principles of Public Relations	3
COM-280	Intercultural Communication	3
COM-293	Oral Communication I	1
COM-294	Oral Communications II	2
COM-329	Media and Society	3
COM-352	Interpersonal Communication	3

Electives

AS Integrative Studies - Electives	9

AS - Integrative Studies - Custom

The Associate of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 60 credits, including both general education requirements and a concentration in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning from a Christian worldview.

The Integrative Studies major may not be taken as an additional major and is not available for students who are completing other IWU Associate degree programs.

Students graduating from Indiana Wesleyan University with an Associate of Science degree with a major in Integrative Studies should be able to:

- Illustrate connections between life experiences and fields of study.
- Describe connections between examples, facts, or theories from more than one field of study or perspective.
- Explain problems or issues by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that explicitly connect content and form with an awareness of purpose and audience.
- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Graduation Requirements

To graduate with an associate degree the following requirements must be met:

- Completion of 60 semester hours; 15 hours must be taken at IWU.
- Completion of 15 semester hours in the concentration; nine hours must be taken at IWU.
- Concentration GPA of 2.0.
- Cumulative GPA of 2.0 or higher.
- Completion of the 30 hours of general education as specified (General Education Requirements).
- Payment of all tuition and fees is required to receive a diploma.

Integrative Studies (AS) - Custom Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3
UNV-104	Introduction to Integrative Learning	1
UNV-201	Integrative Learning Capstone	2

Custom Courses

Self-designed, customized concentration of courses; must be approved by the Integrative Studies Faculty Sub-Committee. (Up to 6 credits may be transferred.)

Electives

AS Integrative Studies - Electives	9

Bachelor Degree Programs

BS - Communication

The Bachelor of Science degree with a major in Communication provides an in-depth education from a Christian perspective for persons who desire to serve as communication professionals in churches, schools, organizations, and businesses. The Communication major provides comprehensive preparation in communication theory and practice. Graduates are prepared for a wide variety of careers and graduate education. The program is an online series of courses.

Graduates from this major will be able to:

- Describe the communication discipline and its central questions.
- Employ communication theories, perspectives, principles, and concepts.
- Engage in communication inquiry.
- Create messages appropriate to the audience, purpose, and context.
- Critically analyze messages.
- Demonstrate the ability to accomplish communicative goals (self-efficacy).
- Apply ethical principles and biblical practices.
- Utilize communication to embrace differences.
- Influence public discourse.

Admission Requirements

The admission requirements for this program are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

Transfer Credit Policy

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C."
- Courses must be approved by the School of Integrated Learning and Development.
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

To graduate with a baccalaureate degree with a major in Communication from the College of Adult and Professional Studies (CAPS) at Indiana Wesleyan University, the following requirements must be met:

- Completion of 120 semester hours and a cumulative GPA of 2.0 or higher.
- Completion of the required COM-courses with a GPA of 2.25 or higher.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma.

Communication (BS) - Program of Study

Core Requirements

COM-340	Communication Theory	3
COM-370	Symbols and Imaging	3
COM-479	Communications Senior Seminar I	1
COM-480	Communications Senior Seminar II	3

Directed Communication Studies

COM-115	Introduction to Human Communication	3
COM-110	Oral Communication - Public Speaking	3
COM-233	Principles of Public Relations	3
COM-321	Persuasion	3
COM-329	Media and Society	3

Major Requirements

COM-280	Intercultural Communication	3
COM-209	Small Group Communication	3
COM-227	Research Methods in Communication	3
COM-326	Conflict Communication	3
COM-352	Interpersonal Communication	3
COM-366	Organizational Communication	3

Subtotal: 43

BS - Integrative Studies - Custom

The Bachelor of Science degree with a major in Integrative Studies is a customizable degree providing adult students the freedom to create their own path of study based on career goals, unique passions, and life calling. The program is designed to develop students' abilities to integrate learning across courses, over time, and between academic and life experiences.

The curriculum consists of 120 credits, including both general education requirements and a concentration or minor in one academic area or a self-designed, customized combination of coursework.

The program begins with an introduction to integrative learning and liberal arts, in which students will explore their plan of study. It concludes with a capstone experience, in which students are able to reflect upon and communicate their integrative learning in relation to a Christian worldview.

The Integrative Studies major may not be taken as an additional major or degree. This major is not available for students who have completed other IWU Bachelor programs.

Students graduating from Indiana Wesleyan University with a Bachelor of Science degree with a major in Integrative Studies should be able to:

- Explain connections between life experiences and fields of study.
- Synthesize examples, facts, or theories from more than one field of study or perspective.
- Solve problems by applying acquired skills and knowledge to new situations.
- Communicate in oral, written, or visual ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.

- Evaluate changes in one's own learning over time to envision a future self.
- Integrate Christian faith, ethics, and character with the knowledge and skills from fields of study and the liberal arts.

Admission Requirements

The admission requirements for bachelor degree programs offered through the College of Adult and Professional Studies (CAPS) are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours from a regionally accredited college or university or an institution accredited by the Association for Biblical Higher Education is required before the student is eligible to start a bachelor core program.
- A maximum of 40 credit hours may be earned through the assessed learning process toward the required 60.

Concentration or Minor Requirements

- Twenty-one semester hours in concentration area or minor with a GPA of 2.25.
- Fifteen hours of the concentration or minor must be completed at IWU.
- Individualized concentrations must be approved by the General Studies Faculty Sub-Committee.

Graduation Requirements

To graduate with a baccalaureate degree the following requirements must be met:

- Completion of 120 semester hours.
- Cumulative GPA of 2.0 or higher.
- Completion of concentration or minor requirements with a GPA of 2.25 or higher.
- Completion of 30 semester hours of general education requirements as specified or by transferred academic category equivalents. See the requirements for Bachelor of Science degrees (General Education Requirements (p. 336)). (p. 336)
- Completion of 30 semester hours of upper-level courses (300-400 level).
- Payment of all tuition and fees is required to receive a diploma.

Integrative Studies (BS) - Custom Program of Study

Foundational Course

GEN-111	Foundations of Lifelong Learning	3

Integrative Studies Core

UNV-104	Introduction to Integrative Learning	1
UNV-120	Career Development	3
UNV-401	Integrative Learning Advanced Capstone	2

Custom Courses

Self-designed, customized concentration of courses; must be approved by the Integrative Studies Faculty Sub-Committee.

Upper Division Requirement

30 hours must be upper-level (300-400 level courses).

Office of Professional Development and Educational Licensing

The Office of Professional Development and Educational Licensing offers graduate level coursework designed to provide educational opportunities for teachers, administrators, and school services personnel.

Graduate courses offered through this office are designed to strengthen the professional competencies of P-12 practitioners. These courses address contemporary educational challenges by employing a theory-to-practice approach to adult learning. Credit for these courses may be applied toward renewal of the Indiana state teaching, administrative, and school services license.

IWU partners with other associates to provide a broad array of professional development courses that will fulfill the requirements of licensure renewal. These courses, offered by Performance Learning Systems and 3rd Learning (PLS 3rd Learning) are not applicable toward the completion requirements of any School of Integrated Learning and Development degree or professional preparation program. Courses are offered through the year in an online format and during the summer in both online and remote learning formats.

Interested candidates may register for courses through the PLS 3rd Learning website at <https://www.plsclasses.com/partners/indiana-wesleyan-university/>. Candidates will also need to have a transcript sent directly to IWU verifying a baccalaureate or graduate degree from a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).

Educators employed by school districts in states outside Indiana are welcome but are strongly advised to consult with their own state licensure office prior to registering. Students registering in courses bear the full responsibility for ensuring the applicability of IWU graduate courses for license renewal in their state.

Registration in coursework offered through the Office of Professional Development and Educational Licensing does not constitute admission to an IWU graduate degree program. If a non-degree seeking student decides at any time to apply for admission to an IWU graduate degree program, the student must complete the full and regular admission process.

Applicants to any program within the School of Integrated Learning and Development will be required to sign a disclosure of information waiver giving any prior institutions the applicant may have attended permission to supply IWU representatives all information relevant to the applicant's fitness for teacher training or licensure recommendation, including but not limited to his/her conduct, standing, or reputation while attending said institutions. Any information obtained may be considered by IWU in its decision whether or not to admit an applicant, to permit his or her continuance in a program, or to recommend him/her for licensure.

Educational Licensing

The Office of Professional Development and Educational Licensing offers the following options:

Initial Licensure

The IWU School of Integrated Learning and Development provide several programs and opportunities for candidates to obtain their initial state educator license. Programs are designed to provide the necessary training and skills needed to be a proficient teacher, administrator, or school counselor. Initial licensure programs include:

- Bachelor of Science Degree in Early Childhood Education (Indiana)
- Transition-to-Teaching Certificate programs in Early Childhood Education, Elementary Education, Secondary Education, P-12 Education, English as a New Language, and Special Education (Indiana)
- Master of Science Degree and Certificate program in School Administration (Indiana and Ohio)
- Education Specialist Degree in District Level Leadership (Indiana and Ohio)
- Master of Arts Degree in School Counseling (Indiana and Ohio)

Licensure Renewal

Courses offered through the School of Integrated Learning and Development and PLS 3rd Learning are designed to further develop the skills of teachers, administrators, and school services personnel. Theory-to-practice approaches to educational challenges are major goals of the program.

All courses have been approved through a rigorous IWU approval process and may be used to renew an Indiana instructional, administrative, or school services license. Renewal requires the accumulation of six credit hours or ninety (90) Professional

Growth Points and submission of a Professional Growth Plan for verification. Professional Growth Points must be earned between the point when the license is issued and the point when renewal of the license takes place. These points can be earned through a variety of means, including the completion of coursework from an accredited institution with each semester hour equaling fifteen Professional Growth Points.

Professional Licensure

The requirements for professionalizing an educator license vary according to academic discipline. All professionalization applications, regardless of academic discipline, will require completion of an advanced degree (i.e. Master's degree or higher). Applicants seeking to professionalize an instructional license will also be required to provide proof of two years of teaching experience in accredited schools as well as have held a Proficient Practitioner/Standard/Provisional license for five years.

Applicants seeking a professional administrator license will be required to provide proof of completing sixty hours of graduate coursework from accredited institutions in Administration and related areas (advanced degree work can count towards these hours), and five years of administrative experience in an accredited school.

Those seeking professional licensure in School Counseling will be required to prove two years of experience as a school counselor in an accredited school and hold a Proficient Practitioner or Standard license for five years.

Licensure Additions

Several licensure programs offered through the School of Integrated Learning and Development offer opportunities for teachers, administrators, and school services personnel to advance their careers. These programs will allow an educator to add a new licensure content area to their existing Indiana or Ohio educator license. Programs include:

- Early Childhood Education (P-3) - Indiana
- Elementary Education (K-6) - Indiana
- Mild Intervention (P-12) – Indiana
- Mild/Moderate Intervention Specialist (K-12) – Ohio
- English as a New Language (P-12) – Indiana

Most content area licenses offered through the Indiana Department of Education can be added to a valid instructional license by simply passing the corresponding Indiana Praxis® Assessment content exam. However, select content areas cannot be added by testing alone; candidates must complete an approved licensing program before adding the area. Programs that cannot be added by testing alone include:

- Early Childhood Education
- Elementary Education
- Select P-12 Education areas:
 - High Ability
 - Visual Arts
 - Theater Arts
 - Music – Vocal
 - Music – Instrumental
 - English as a New Language
- School Counseling
- Special Education
- School Administration – Building-Level and District-Level

Licensure Renewal Requirements

Applicants must have a valid Accomplished Practitioner, Proficient Practitioner, Standard, Provisional, or Initial license from the State of Indiana. Applicants must have obtained 6 semester credit hours or ninety Professional Growth Points and received verification of a completed Professional Growth Plan from a School Administrator (if employed in a school system) or Department of Education (if not employed in a school system).

Applicants must complete the online application for renewal of their Indiana Instructional, Administration, or School Services License. Instructions for this process are provided on the Indiana Department of Education's web site.

The Indiana Department of Education advises license holders to NOT begin a renewal process until forty-five (45) days prior to the license expiration date.

If renewal requirements are not completed prior to the expiration of the license, there is no penalty imposed by the Indiana Department of Education; however, the license will not be renewed until the requirements have been met.

All licensure renewals for the state of Ohio are conducted directly through the Ohio Department of Education.

Wesley Seminary

Wesleyan Seminary at a Glance

Mission of Wesley Seminary

Wesley Seminary prepares Christian leaders to engage in missional ministry locally and globally.

It is our commitment to participate in the missio Dei with accessible and economical delivery systems and courses that are spiritually formative and content-rich, emphasizing the practice of ministry in dialog with solid theory and the foundational disciplines of the Bible, Christian theology, and church history.

Communication with Wesley Seminary

Address

Wesley Seminary
4201 South Washington St
Marion IN 46953-4974
<http://seminary.indwes.edu/>
<http://myIWU.indwes.edu>

Vice President of Academic Affairs of Wesley Seminary

765-677-1241

Registrar's Office

765-677-2131

Office of Student Success

765-677-3326

Financial Aid Office

765-677-2516

Accounting

765-677-1279

Wesley Seminary - Policies and Regulations

The right is reserved to change any of the rules and regulations of the university at any time, including those relating to admission, instruction, and graduation. The right to withdraw curricula and specific courses, alter course content, change the calendar, and to impose or increase fees similarly is reserved. All such changes are effective at such times as the proper authorities determine and may apply not only to prospective students but also to those already enrolled in the university.

Academic - Wesley Seminary

Academic Calendar - Courses in the Seminary programs are offered under the semester hour system but in a non-traditional academic calendar and through a variety of modalities. Each program consists of specific courses that are taught in a modular format. All classes utilize IWU's learning management system.

Catalog Governing Graduation - Students must meet the graduation requirements as stated in the university catalog under which they enrolled.

- Students who maintain continuous enrollment, who make normal progress toward a degree, and who earn their degree within a maximum of six years from the date of enrollment may meet the graduation requirements as stated in the catalog under which they enrolled.
- Students who withdraw from Wesley Seminary for more than six months will meet the graduation requirements as stated in the catalog under which they resume enrollment.
- Students changing majors or programs must meet requirements as stated in the catalog that is current at the time they make such changes. The same holds true for students moving between schools and colleges.

- Students may at any time change from an earlier catalog to a subsequent current catalog, but must meet all requirements for graduation of that catalog. Wesley Seminary reserves the right to modify the curriculum as necessary.

Core Requirements - Due to the nature of the programs, students can only be enrolled in one Wesley Seminary program at a time. Students are required to complete the first course of the program with a satisfactory grade in order to maintain enrollment.

Academic Standing

Academic Probation - Students enrolled in a Wesley Seminary program will be placed on probation if their GPA at any time falls below:

- 2.00 for associate programs
- 2.00 overall or 2.5 major for bachelor programs
- 2.50 for master programs
- 3.0 for doctoral programs

Students are given two consecutive courses to satisfactorily raise their GPA to the minimum level for the student's program. After the second course, if it has been successfully raised, the probationary status is removed. Academic suspension will result if the student's GPA is not successfully raised.

Academic Suspension - Academic suspension will result if:

- A student fails to clear the academic probationary status within the probationary period of two consecutive courses.
- A student has taken a course twice and failed to achieve a satisfactory grade.

In all cases, the suspension will occur once the grades have been recorded in the Registrar's Office. Students will be notified of the academic suspension in writing. Application for readmission may be made after six months. The application must be made in writing to the Wesley Seminary Office of Academic Affairs.

Academic Dismissal - Upon a second academic suspension in the same program, a student is not eligible to reapply to Wesley Seminary at that same program level.

Academic Advising

The purpose of academic advising is to support students from enrollment to completion of degree requirements. Advisors help students understand all degree requirements and options to meet those requirements. Advisors also assist students in understanding policies and procedures, and communicating with departments such as Financial Aid and Accounting.

Wesley Seminary's student success team includes advisors who guide and advise each student throughout the duration of his or her academic program. Advisors are available to meet one-on-one with students face to face, through email, by phone, or via video conference.

It is important that students maintain contact with the student success team in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Admission and Registration

Wesley Seminary welcomes applications for admission from any academically qualified person whose motivation is in keeping with the university's purposes. Admission is based on the careful review of all credentials presented by an applicant, but in no case is admission denied due to race, color, national origin, disability, religion, or sex.

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions. Prospective students with disabilities are not required to identify themselves to Admissions or Disability Services. However, those interested in receiving academic accommodations are encouraged to connect with Disability Services at 765-677-2257 or ADARrequest@indwes.edu as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

Students are admitted in one of the following categories:

1. Regular - Students who satisfactorily meet all requirements will be granted standard admission with no restrictions.
2. Probation - Students whose entering grade point average (GPA) falls below the minimum required by the program may be accepted on probation. Probationary status will be removed after the student has completed the first three courses of the

program with a satisfactory GPA for that degree program.. In case of extended probation, the number of courses to be completed in order to change status will be determined by the VPAA of the Seminary. Any student failing to remove the probationary status will be academically suspended from the program.

3. Provisional - Students whose files are incomplete may be accepted provisionally if it appears from the available documentation that eligibility for the program has been met. The student is given until the end of the first course to submit the required materials. Failure to meet the required deadline will result in the student being dropped from the roster and not being allowed to continue.
4. Unclassified - Unclassified admission may be granted to students who do not wish or plan to become candidates for the master's degree from Wesley Seminary, or who do not meet the above requirements. Such students must complete the unclassified application form (contact a Program Representative) and submit a copy of a transcript showing the conferred undergraduate baccalaureate degree. A maximum of 15 credit hours can be earned as an unclassified student. Students wishing to change from unclassified to regular status must follow normal admission procedures and meet all stated admission requirements.
5. Conditional - Students may be accepted for a master or degree level program with conditions that specific lower level courses must be completed with a B or higher prior to starting the master or doctoral program requirements.

Admission of Students Without a Baccalaureate Degree

Students without an undergraduate degree may apply for admission if they meet the following conditions:

- A minimum of at least 15 years of extensive life, ministry, and/or business experience, or a bachelor's degree from an unaccredited institution.
- A high school diploma or equivalent.
- Completion of a college-level composition or writing course with a minimum grade of 3.0 or equivalent. If not completed at time of application, s/he must take such a writing course and submit the score prior to final committee review.
- At least 60 credit hours of undergraduate academic work (in the semester system or equivalent in another system) or an associate degree, with a cumulative GPA average of 2.5 or equivalent.

Optional Qualifications

- GRE: The Seminary Admissions Review Committee may at any point in the process require the applicant to complete the GRE. Minimum scores are 400 Verbal, 400 Quantitative, and 4 in Analytical Writing.

To apply for this form of admission, a student must:

- Write a 2-4 page essay in which you:
 - Describe the life experiences which have prepared you to pursue graduate education.
 - Indicate why you have decided to pursue a seminary education at this stage in your life.
 - Indicate your long term goals after the degree and how you think the degree will help equip you to achieve them.
 - Provide an extensive portfolio detailing ministry, life, and work experience and artifacts demonstrating this experience.
- Provide a 5 page sample of your writing ability.

Applications will be reviewed by the Seminary Admissions Review Committee which will include appropriate faculty representation. The Seminary Admissions Review Committee may request additional information and/or documentation as part of the review process. All "Accredited Degree Exemption" students will be accepted on probation.

Admission of Students Without an Accredited Degree

Students whose undergraduate degree is from an unaccredited institution may apply for admission if they meet the following conditions:

- Completion of the equivalent of a bachelor-level college degree with a cumulative GPA average of 2.5 or equivalent.
- A high school diploma or equivalent.
- Completion of a college-level composition or writing course with a minimum grade of 3.0 or equivalent. If not completed at time of application, s/he must take such a writing course and submit score prior to final committee review.

Optional Qualifications

- GRE: The Admissions Committee may at any point in the process require the applicant to complete the GRE. Minimum scores are 400 Verbal, 400 Quantitative, and 4 in Analytical Writing.

To apply for this form of admission, a student must:

- Write a 2-4 page essay in which you:
 - Describe the academic strengths of the institution you attended for your undergraduate education.
 - Indicate why you have decided to pursue a seminary education at this stage in your life.
 - Indicate your long term goals after the degree and how you think the degree will help equip you to achieve them.
- Provide a 5 page sample of your writing ability.

Applications will be reviewed by the Seminary Admissions Review Committee which will include appropriate faculty representation. The Seminary Admissions Review Committee may request additional information and/or documentation as part of the review process. All “Accredited Degree Exemption” students will be accepted on probation.

Dual Undergraduate/Graduate Enrollment

An undergraduate student with 30 hours or less to complete a baccalaureate degree who is currently enrolled at Indiana Wesleyan University may register for a maximum of two graduate courses. Such students who desire to take additional graduate courses after earning the baccalaureate degree must follow the regular admission procedure.

Graduate courses may not be counted both for graduate and undergraduate requirements.

International/Non-English Speaking Students

Except for those in the Spanish Language academic programs, students who do not speak English as their first and primary language must submit satisfactory scores from one of the following prior to admission to the university or provide other means of proving English proficiency:

- Test of English as a Foreign Language (TOEFL) score of 85 for master’s programs, and 95 for doctorate programs.
- International English Language Testing System (IELTS) score of 6.5 for master’s programs, score of 7 for doctorate programs is required for regular academic admission.

Registration

Registration occurs at the beginning of the student's program. At this point, students are registered for all courses within the major. Therefore, if a student needs to miss an individual course, official withdrawal must be made through the Office of Student Success. Staff will work with the student to make arrangements to retake this class at a time that will minimize the impact on the student's financial aid. Students need to be aware that temporary withdrawals could impact their eligibility to receive financial aid based on the standards outlined in IWU's Satisfactory Academic Progress.

Students in programs that require additional credits outside the major (electives/general education at the undergraduate level; electives/specialization courses at the graduate level) are responsible to meet with a Student Success Coordinator to facilitate registration in these courses.

A student who has failed to make arrangements for the payment of tuition for a course will have registration in that course cancelled.

Advanced Standing

Graduates of undergraduate programs with relevant theological courses in Bible, theology, or church history, and who enroll in the Seminary may receive advanced standing on the basis of competence achieved in certain undergraduate courses. Thus, they can immediately enroll in advanced classes in these respective disciplines. Advanced standing may be granted for the courses listed below under the following conditions:

- The student successfully demonstrates competency of the required graduate course outcomes through the following undergraduate requirements:
 - BIBL-500 The Bible as Christian Scripture - credit may be granted for this course if the student has successfully completed a hermeneutics/exegetical method course and at least one upper level Bible course.

- THEO-500 Introduction to Christian Theology - credit may be granted for this course if the student has successfully completed at least two theology courses that together cover the primary topics of systematic theology.
- CHST-500 Global Christian History - credit may be granted for this course if the student has successfully completed at least two church history courses that together cover Christian history from the early church to the present.
- The courses were taken at a regionally accredited, ABHE accredited, or ICETE affiliated accredited institution. The Seminary reserves the right to determine whether or not courses are equivalent.
- A student has received at least a "B" in the specific courses as indicated with at least one course on the 300 level and no course below the 200 level.
- A student wishing to received advanced standing for BIBL-500, THEO-500, and CHST-500 must submit the application eight weeks prior to the first day of the month in which the course is offered in the student's schedule. The student will be notified of the dean's decision by the first day of the following month. Students who do not submit by the deadline will not be eligible for advanced standing.

Alcohol, Illegal Drugs, and Firearms

Alcoholic beverages, illegal drugs, and firearms are not permitted on Indiana Wesleyan University premises, including rented classrooms and any building or parts of buildings owned or operated by Indiana Wesleyan University. Refusal to comply may result in dismissal from the university.

Engagement Policy Undergraduate

For online classes, IWU monitors “engagement” rather than “attendance.” In order to promote meaningful student learning and success, the expectation is that students will engage on a regular basis in their courses. Engagement is defined as submission of an assignment, posting in a discussion forum, or completion of a test or quiz. Students will receive a reminder after 14 consecutive days of no engagement and will be asked if they plan to complete the course. After 21 consecutive days of no engagement, students will be administratively withdrawn from the course. Withdrawals can have a negative impact on student financial aid and billing.

For onsite/face-to-face classes, absences are allowed as follows: Under emergency circumstances, a student may be allowed up to one day of absence from a one week intensive. Absence beyond this point constitutes failure to complete the course. Students need to contact the faculty member regarding make up work.

If a student exceeds the allowed absences and does not contact the Office of Student Success to withdraw officially before the last class session, the instructor is directed to issue the grade of “F”.

Faculty members reserve the right to factor lateness, early departures, and class attendance into a student’s grade, as long as it is addressed in the syllabus.

For onsite and face-to-face classes, students are expected to be present when class begins, and remain the entire session. To be counted present, a student must attend a total of three hours or more of a class that is four hours in length, four-and-a-half hours or more of classes that are six hours in length, and six hours for classes that are eight hours in length. Tardiness is recorded, and if a student accumulates two tardies during a course, it results in an absence on the student’s attendance record.

Students who must miss a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Success prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student Success prior to the end of the course, but the regular refund and academic withdrawal policies apply.

Engagement Policy Graduate

For graduate/doctoral level online classes, Wesley Seminary monitors "engagement" rather than "attendance". In order to promote meaningful student learning and success, the expectation is that students will engage on a regular basis in their courses. Engagement is defined as submission of an assignment, posting in a discussion forum, or completion of a test or quiz. Student Success Coordinators (SSC) will make their best attempt to contact students who are not engaging and discuss options that meet the needs of the student.

If a student does not engage during the first 14 days of a course that runs 8 weeks or longer, or within the first 7 days of a 5-week course, the students will be administratively withdrawn from the course and deferred to the next start. If a student has contacted faculty and/or SCC and is making a good faith effort to participate, an administrative withdrawal may be delayed.

If the student does not engaged in a 2nd consecutive course, the student is administratively withdrawn from the program, unless the students has communicated with SSC to return. Any withdraws from individual courses or the program can have a negative impact on student financial aid and billing.

For onsite/face-to-face classes, engagement is determined as follows: Students are expected to be present when class begins and remain the entire session. Under emergency circumstances, a student may be allowed up to one day of absence from a one week intensive. Absence beyond this point constitutes failure to complete the course. Students need to contact the faculty member regarding make up work.

Students who must miss a course due to unavoidable circumstances must arrange for a temporary leave of absence with the Office of Student Success prior to the beginning of the course. Students needing to withdraw while in a course may do so by arrangement with the Office of Student Success prior to the beginning of the last week of the course, but the regular refund and academic withdrawal policies apply.

Transfer of Credit Policy

Recognized academic credentials and academic credit-hours earned outside of IWU may be used to fulfill the entrance requirements and/or course requirements for IWU academic programs and may provide advanced standing entry into IWU academic programs within the following boundaries.

The University Registrar is responsible for approving the transferability of all credit-hours. Credit-hours accepted in transfer are recorded as part of the student's official academic record, but quality points and grades are omitted. Grades from transfer courses are not included in IWU GPA calculations except in determining honors for baccalaureate degrees. IWU is not permitted to release received transcripts, test scores, or other academic documents to the student or any other party. All credit-hours are accepted as semester credit-hours; quarter credit-hours are converted to semester credit-hours using a two-thirds conversion ratio.

Credit is granted for undergraduate course work with a satisfactory grade ("C" or above) in a 100-level or higher course, or for graduate course work with a satisfactory grade ("B" or above) in a 500-level course or higher, taken at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA). Currently this includes the following accrediting agencies:

- Accreditation Commission for Education in Nursing (ACEN)
- Association for Biblical Higher Education (ABHE)
- Association of Advanced Rabbinical and Talmudic Schools (AARTS)
- Association of Theological Schools Commission on Accrediting (ATS)
- Distance Education Accreditation Commission (DEAC)
- Higher Learning Commission (HLC)
- Middle States Commission on Higher Education (MSCHE)
- New England Commission of Higher Education (NECHE)
- Northwest Commission on Colleges and Universities (NWCCU)
- Southern Association of Colleges and Schools Commission on Colleges (SACS-COC)
- Transnational Association of Christian Colleges and Schools (TRACS)
- Western Association of Schools and Colleges – Accrediting Commission for Community and Junior Colleges (WASC–ACCJC)
- Western Association of Schools and Colleges – Senior College and University Commission (WASC–SCUC)

IWU also receives credit from schools accredited by agencies recognized by the International Council for Evangelical Theological Education:

- Africa: Association for Christian Theological Education in Africa (ACTEA)
- Asia: Asia Theological Association (ATA)

- Caribbean: Caribbean Evangelical Theological Association (CETA)
- Europe: European Council for Theological Education (ECTE)
- Euro-Asia: Euro-Asian Accrediting Association (E-AAA)
- Latin America: Association for Evangelical Theological Education in Latin America (AETAL)
- Middle East and North Africa: Middle East-North Africa Association for Theological Education (MENATE)
- North America: Association for Biblical Higher Education (ABHE)

No more than 75% of the requirements for an IWU undergraduate degree or certificate and no more than 50% of the coursework in the major may be satisfied by transfer. Any culminating project (capstone, research, thesis, etc.), clinical, or practicum requirement associated with a degree or certificate program must be taken at Indiana Wesleyan University. No more than 35% of a graduate degree or certificate program may be satisfied by transfer credit. Graduate credit-hours graded credit/no credit or pass/fail at another institution may not be transferred in unless approved by the academic unit. Transfer credit-hours applied to the major curriculum of the academic program must be academically current as determined by the academic unit and may be restricted by the academic unit based on curricular considerations or the requirements of programmatic accreditation. Individual academic units may specify exceptions as appropriate for their respective disciplines or accrediting bodies.

Transcripts from international institutions may need to be sent to an external agency for evaluation and determination of transferable credit-hours, degrees, and GPA. If this external review is necessary, students are responsible for the initiation of this evaluation and for any fees incurred during the process.

Indiana Wesleyan University accepts credit through official transcripts from the American Council on Education (ACE) and the National College Credit Recommendation Service (NCCRS). ACE and NCCRS evaluate and provide credit recommendations for educational offerings for a significant number of corporate universities and other learning providers.

Credit through examination (CLEP, DSST, AP, institutional examinations) or assessed learning is not accepted in transfer from another institution. Credit through examination is awarded by Indiana Wesleyan University with official test scores from an official testing center. Credit from nontraditional learning by life experience is awarded through the IWU's assessed learning process.

Courses from non-accredited colleges and universities and from schools/colleges/universities not accredited at the same level, such as proprietary business schools, vocational/technical schools, or other single purpose institutions may be presented through the prior learning assessment process. Prior Learning Assessment (PLA) includes an evaluation of a student's prior learning experiences. IWU relies on industry best practices established by organizations like the Council for Adult and Experiential Learning (CAEL) which has served as a leader in the development and implementation of assessment for experiential learning and corporate training since 1974. Students are required to submit through the student portal appropriate documentation which clearly demonstrates academically relevant learning. The number of credit-hours awarded through various examinations (CLEP, DSST, AP, AICE, etc.) plus prior learning assessment shall be limited to a total of 40 semester credit-hours for baccalaureate degrees and 18 semester credit-hours for associate degrees. Prior learning assessment is not available for graduate credit, with the exception that graduate programs may specify specific learning experiences for which credit may be granted for specific courses through petition. The Indiana Wesleyan University Honesty, Cheating, Plagiarism, and Forgery Policy applies to all Prior Learning Assessment requests and submissions.

Displaced Students

School closures sometimes displace students near the completion of their studies. Special provision is made for such displaced students, allowing them to transfer-in a larger percentage of credit-hours toward an IWU degree. Special provisions may be articulated in a teach-out agreement between IWU and the closing school. Unless otherwise specified in a teach-out agreement, all normal rules governing transfer credit apply with the following exceptions.

For displaced degree-seeking undergraduate students, 85% of an IWU degree may be satisfied through transfer credit-hours. For displaced graduate students, 75% of program requirements may be satisfied through transfer credit-hours.

- For programs of 18 credit-hours - students must take 4 credit-hours from IWU
- For programs of 24 credit-hours - students must take 6 credit-hours from IWU
- For programs of 30 credit-hours - students must take 7 credit-hours from IWU
- For programs of 33 credit-hours - students must take 8 credit-hours from IWU

- For programs of 36 credit-hours - students must take 9 credit-hours from IWU
- For programs of 42 credit-hours - students must take 10 credit-hours from IWU

Displaced doctoral students must complete 15 credit-hours plus any comprehensive final exams or culminating projects (dissertation, etc.) at IWU.

Audit of Courses

A student who has been accepted into a Wesley Seminary degree program or as an unclassified student may choose to audit specified courses within a core program or electives as follows:

- Audit registration is allowed on a space available basis.
- The current audit fee must accompany the registration.
- Auditing a course gives one the right to attend the course. No credit or letter grade is given. The course will be indicated as an "AU" on the student's IWU transcript.
- The student auditing the course is not expected to participate in classroom or study group assignments, or to complete homework, quizzes, or tests. *Unless the student is auditing for ordination purposes (graduate level only).
- The professor is under no obligation to grade any work an auditing student chooses to submit or to give feedback on progress.
- The student must meet course pre-requisites or be approved by the Seminary.
- No change may be made from audit to credit, or credit to audit, after registration closes.
- Undergraduate level students must provide proof of a high school diploma or equivalency. Graduate level students must provide proof of a bachelor's degree.
- Students may not audit Doctoral level courses.

Expectations for Personal and Professional Conduct

Indiana Wesleyan University is a Christian university of higher education that upholds high standards of personal and professional conduct. Such standards include a classroom environment that promotes a positive learning environment and a professional instructional climate. It is expected that all students will abide by the Wesley Seminary ethos statement.

Students are expected to conduct themselves in a professional manner with respect for the rights of both students and faculty. The university or its representatives reserve the right to act in situations where student behavior violates established policy or detracts from the ability of students or faculty to function effectively in the classroom. Such action may include disciplinary procedures issued by the faculty or suspension from the program. (NOTE: All discussion room and live chat postings for online courses are recorded and can be reviewed at the discretion of the university.)

Only regularly enrolled students may attend class unless granted permission by an administrator and arrangements are made with the instructor.

Former Student Re-Enrollment

Students who have previously withdrawn from a program and have not attended classes for six months or more must complete an application for readmission from the student success team. Receipt of the signed application will initiate a review of the student's academic file to determine remaining requirements. A student who was academically suspended from Wesley Seminary may make application for readmission after six months. All students returning after six months or more will meet the graduation requirements as stated in the catalog under which they resume enrollment.

Grade Appeal and Academic Policy Grievance

Wesley Seminary follows Indiana Wesleyan University's generally accepted college and university practice in the development of academic policies, the operation of classrooms, and use of grading techniques. The university allows its instructors independence in following generally accepted practices. A student who wishes to appeal a course grade or an academic policy decision (including one believed to be discriminatory based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504), must abide by the procedures that follow.

Each stated time frame will be the ordinary process. More time may be necessary in the event of a lengthy investigation, hearing, illness, or other unforeseen circumstances. All grievances, with all documents, recommendations, and decisions, will be reported to the Office of Academic Affairs. Because the appeal process is a private university administrative process, legal counsel or representation is inappropriate.

Grade Appeal

A grade appeal involves only those situations in which a student believes that an instructor (a) has not followed fair grading practice or (b) has not followed his/her published grading policy. A student who wishes to appeal a grade based on one or both of these reasons must follow these procedures:

1. The student must first contact the instructor for a full explanation of the grade given and the basis for making the grade.
2. If there is no resolution, then the student may file a grade appeal request form, which can be obtained from the Office of Academic Affairs (seminaryadvising@indwes.edu). If a properly completed grade appeal request form is not received by the Seminary within 30 days of the date the student's grade was sent, then the student will forfeit any further right to appeal.
3. After the Seminary receives the grade appeal request form, it will be forwarded to the instructor along with a faculty grade appeal response form.
4. If the instructor agrees that the grade should be changed, the university will change the grade and notify the student.
5. If the instructor does not agree that the grade should be changed, the university will notify the student and send a form that may be used by the student to request a review by the Wesley Seminary Academic Appeals Committee. If the Seminary does not receive the form from the student within 15 days of the date the form was sent, then the student will forfeit any further right to appeal.
6. Upon receipt of the request for committee review from the student, the matter will be brought to the next regularly scheduled Wesley Seminary Academic Appeals Committee meeting. (NOTE: The committee reserves the right to seek clarification from the student or the instructor). If the matter involves a member of the committee, then that individual will recuse himself/herself from deciding the appeal. The committee will notify the student of its decision, which will be final.

Academic Policy Grievance

An academic policy grievance involves those situations in which a student believes that the university has not followed published policies regarding an academic decision or discrimination based on race, national origin, color, sex, disability, or age, including Title VI, Title IX, and Section 504. A student who wishes to file an academic policy grievance must follow these procedures:

1. Level 1 - The student must first contact the person who has made the decision for a full explanation of the policy and how the policy was followed. If the policy has been followed, then the student has no further recourse.
2. Level 2 - If the policy was not followed or the student disputes the way in which the policy was applied, then the student may request that the matter be reviewed by the Dean of Wesley Seminary by filing a form requesting such a review. This form may be obtained from the Office of Academic Affairs. If a properly completed form is not received by the university within 30 days of the date on which the event that gave rise to the complaint occurs, then the student will forfeit any further right to appeal. The Dean will notify the student of the decision.
3. Level 3 - If the matter is not satisfactorily resolved or if the Dean is the individual responsible for the policy decision, then the student may request that Wesley Seminary Academic Appeals Committee review the matter by filing a form requesting a committee review. This form may be obtained from the Office of Academic Affairs of Wesley Seminary. If the university does not receive a properly completed form within 15 days of the date on which the decision notice in level 2 was sent, then the student will forfeit any further right to appeal. Wesley Seminary Academic Appeals Committee will notify the student of its decision, which will be final.

Wesley Seminary will comply with any state mandated grievance policy that governs grievance process for students matriculating within the state in question. For a detailed listing of state-specific grievance policies, please visit the state-specific grievance policies.

A student may seek recourse from any university nonacademic program or employment-related dispute, alleged discrimination on the basis of race, national origin, color, sex, disability, or age, including alleged violation of Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1972, Section 504 of the Rehabilitation Act of 1973, or other state or federal legislation. Further information can be found at Non-Academic Appeal (p. 15).

Grading and Evaluation

A letter grade is used in evaluating the work for a course. For the purpose of determining scholastic standing and awarding honors, grade points are granted according to the letter grades and semester hours of credit. The grade point average (GPA) is the number of quality points earned at IWU divided by the number of credit hours attempted at IWU.

Grade	Quality Points per Credit
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0

The following grades are not figured into the GPA:

W

I

CR

NC

AU

Repeated Courses - A student may repeat once any course in which a grade below “C” (“C-,” “D+,” “D,” or “F”) was previously earned. Some specific graduate level courses are identified as repeatable and can be repeated if a student earns a grade higher than “C” but below the level required for that specific course. The course may be repeated once.

Whenever a course is repeated, the last grade and credits earned replace the previous grade in computing the student’s grade point average (GPA). All entries, however, remain a part of the student’s permanent academic record. Duplicate credit hours are not given for two or more passing efforts. A course taken in a classroom format may not be repeated for a grade through independent learning.

Since a course may be repeated once, failure to achieve a satisfactory grade in a course after two attempts will result in academic suspension and ineligibility to complete the major in which the course was repeated.

Incomplete Grades - All course work is expected to be completed by the end of the term in which the course is attempted. If medical or other extenuating circumstances arise that prevent a student from completing all course work in that semester, a professor may, at his or her discretion, award a grade of “I” (incomplete).

Criteria for awarding an incomplete grade:

- Incapacitating illness which prevents a student from attending classes for a minimum period of two weeks
- A death in the immediate family
- Change in work schedule as required by employer
- Judicial obligations
- Other emergencies deemed appropriate by the instruction instructor

Students may be asked to supply documentation of the problem.

The student must have completed at least 75% of the coursework and must be passing the class at the time the incomplete grade is awarded. The faculty must obtain approval from the Dean before submitting a grade of “I” (incomplete). The length of time a student has to complete and submit the requirements to the faculty is determined by the faculty member for the course and may not exceed 10 weeks. If at the end of the extension, the student has failed to complete the course requirements the faculty will enter the grade the student earned. Once an incomplete grade has been awarded, the student can not withdraw from the class. An incomplete cannot be issued if the student fails to meet the attendance requirements. An incomplete cannot be issued for gateway courses and sequential courses. Students who have an incomplete on file are not eligible to participate in graduation ceremonies. The entire incomplete policy is available at: Request for Incomplete Grade Form.

Grade Reports - At the end of each course, the instructor submits grades for each student. Grade reports are available online to the student and indicate courses taken, credits received, and grades assigned.

Transcripts - The student’s official transcript is prepared by the Indiana Wesleyan University Registrar's Office and will show the course, grade, credit, and dates of instruction for each course. Transcripts will include undergraduate and graduate work with the GPA divided into undergraduate and graduate calculations. Requests for transcripts of coursework at Indiana Wesleyan University must conform with the Privacy Act of 1974, which requires that all transcript requests be submitted in writing and signed by the student, for protection of the student's confidentiality. A transcript is official only when it bears the university seal.

It is university policy not to release a transcript if the student has any financial holds on their record or if he or she is delinquent on any loan received through Indiana Wesleyan University. A \$5 fee is charged for each transcript, with an additional \$2.50 Parchment ordering fee. Payment must be provided, along with a complete address to which the transcript is to be delivered. Please provide a current address if request is to be sent to student's home. Transcript requests can be accessed by visiting <http://www.indwes.edu/Academics/Registrar/Transcript> and submitting the request through the ordering service.

Graduation

Graduation Ceremonies - IWU graduation ceremonies are held two times a year. Four additional conferral dates are available in between the graduation ceremonies in which degrees may be conferred and posted to the student’s transcript should all requirements be completed.

Eligible students are notified by the Office of Student Success of procedures and requirements concerning graduation.

Each student must complete an “Application for Graduation” provided by the Office of Student Success. This application indicates the student’s intent to graduate and initiates the final evaluation of the student’s academic record.

Students are also asked to inform the university as to whether they will be attending the ceremony. This allows the university to determine the number of tickets available for students who are attending. If a student cannot attend graduation due to unforeseen circumstances, the degree is still conferred; however, attendance at a future graduation is not an option.

Graduation Requirements - All requirements must be met and transcribed by the date established by the Office of Student Success prior to the degree conferral date. Students taking internal or external coursework need to make sure that transcripts, grades, and scores can be received and transcribed by the deadline date.

Students may receive one degree only per conferral date. Students meeting requirements for more than one degree must apply for two different conferral dates and participate in two different ceremonies. Any university-approved dual degree program is an exception to this policy.

Students who have received a degree from IWU and have returned to meet requirements for an additional major at the same degree level will have the second major posted to their existing degree. The second major can only be posted at one of the six conferral dates, and students receiving the second major are not eligible to participate in another graduation ceremony.

Diplomas - Diplomas are mailed after the conferment of degrees. Diplomas indicate degree earned and date of degree. A student's financial account must be settled to receive a diploma.

Leave of Absence Policy

Indiana Wesleyan University understands there are life events that may require a student to modify class enrollment and schedules. The leave of absence policy is designed to allow students flexibility in their program enrollment to adjust to these life events. The leave of absence policy also extends to students the ability to make up any courses missed during the approved leave.

A student on an approved leave of absence will be considered enrolled at IWU and eligible for an in-school deferment for student aid loans. Federal financial aid and in-school deferment may be negatively impacted if a student fails to apply for the leave of absence or if the application is denied. **This impacts students who receive Title IV federal financial aid (Federal Pell Grants, Federal Supplemental Grants, Federal Stafford Subsidized or Unsubsidized Loans, Federal Parent Loans) or who want to have a federal student loan deferred from payment while in school.**

Students who will be out of attendance for a period of 29 days or more should request a leave of absence. Students out of class for less than 29 days are not eligible for a leave of absence, and a recalculation on current financial aid will be done. Students who are not on federal financial aid programs or who do not have a federal loan in deferment are not required to request a leave of absence.

Students needing to make a change in their schedule need to contact the Office of Student Success to process the registration change. At that time, the leave of absence request form will be emailed to the student. Students must request the leave within 21 days of initiating the registration change. The request for a leave of absence should be made prior to the date the leave is to start. The start date of the leave is the first date of the class or, if the class has already started, the date the registration change is initiated.

An approved leave of absence must meet the following criteria: in the academic year the student has to be in attendance 2 weeks prior to applying for a leave, the request must be received within 21 days of the registration change; the request must be made prior to the start of the leave (first day of class); the reason for the request must be one approved by IWU's Leave of Absence Committee (military, medical, jury duty, loss of job, family emergency, employment emergency, transfer of coursework, passing pre-requisite requirement, changing programs, administrative cancellation of core classes, or other reasons as approved by the Leave of Absence Committee).

The leave of absence together with any additional leaves of absence must not exceed a total of 180 days in any 12-month period. Time in excess of 180 days will not be approved. A student may request an extension to a leave providing the request is made before the end of the leave, there are unforeseen circumstances which prevent the return from the leave, and the total number of days of approved leave do not exceed 180 in a 12-month period. A maximum of two leaves of absence are allowed during a 12-month period. Documentation is required for an extension on a leave. Documentation for each circumstance will vary; the student is required to provide whatever paperwork from a third party will attest to the circumstance outlined on the application form. Examples would include physicians' statements, letters from employers, letters from pastors or counselors, court documents, etc. Documentation is also required if a request is submitted after the 21 day deadline, and needs to address the reason for the delay in the submission of the request.

Failure to return from an approved leave of absence nullifies the approved leave and may have an impact on student loan repayment terms as well as the grace period. The first day of the leave will be reported as the beginning of the grace period for loan deferment. Students may return early from an approved leave of absence prior to the leave end date. The leave will be shortened according to the student's return date.

Students will not receive disbursements of Title IV student loan financial aid funds during the leave. Students are not deferred from making regularly scheduled payments to the Accounting Office for normal fees incurred. Any change in registration can impact current financial aid regardless of approval or denial of the leave of absence request. Questions about impact on current financial aid should be directed to the Financial Aid Office at 800-621-8667 ext. 2516. Students on an approved leave of absence will be reported as such and will be eligible for in-school deferment of previous loans. Students whose request for a leave of absence is denied will be reported as withdrawn and the grace period for loan repayment will go into effect.

Military Leave of Absence Policy

The Higher Education Opportunity Act enacted on August 13, 2008, states that a university may not deny admission or readmission to a service member for reasons relating to that service. The service member qualifies if the school is given notice of absence for service, the cumulative length of absence does not exceed five years, and the student gives notice of his or her intent to return.

Indiana Wesleyan University complies with this act with the following:

Academic:

- Students are not required to reapply and are not charged a readmission fee upon return.
- Students are readmitted at the same academic status (program enrollment status, number of completed credit hours, academic standing) before deployment. Students may return under the catalog that was in effect before deployment. Student may find differences in their programs or the catalog if the programs are no longer offered, or changes have occurred due to external accrediting bodies, licensing board or other external agencies.
- Leave time does not count toward the total time required to earn the degree.
- Students will be promptly readmitted in the next class or classes in a program, will qualify for priority/early registration, and may not be denied re-enrollment in a class based on class size.

Financial:

Students are required to complete a Military Leave of Absence Request. When the request is approved, students' accounts will be adjusted as necessary.

Financial Aid

Indiana Wesleyan University is committed to assisting military students in navigating the impact that active duty will have on financial aid. It is important that each student have conversation with the Financial Aid office to ensure proper paperwork and processes are covered as it relates to a leave of absence.

Students with federal financial aid, federal loan obligations, or military tuition assistance must contact their lenders and/or the military education office to ascertain their loan repayment status or repayment of tuition assistance during the leave of absence.

Graduate Credit Transfer Policy

The policy applies to all graduate programs that accept transfer students at Indiana Wesleyan University.

Transfer of credit will be considered for graduate work completed at institutions accredited by an accrediting agency recognized by both the U.S. Department of Education (DE) and the Council for Higher Education Accreditation (CHEA), provided the courses meet institutional requirements and are appropriate for the student's planned and approved program. Any culminating project (e.g., capstone, research, thesis, etc.), clinical, or practicum requirement associated with a graduate program must be taken at Indiana Wesleyan University. Additionally, credit listed on an ACE transcript representing a Military Occupational Specialist (MOS) may be reviewed by academic departments to determine if graduate credit is applicable toward a specific master's program or to the curriculum the student wishes to pursue at Indiana Wesleyan University.

Individual academic units may establish higher standards/conditions as is appropriate for their respective disciplines or accrediting bodies. A minimum grade of "B" may be considered for transfer. No more than 30% of the graduate degree may be satisfied by credits transferred in from other institutions. The learning outcomes must align and have been completed within the past seven years. Minimal conditions governing the transfer of earned graduate credits to other course work include:

Each PAU shall determine the amount of time acceptable of completed work that is eligible for credit transfer.

Only graduate courses in which a student has earned a grade of "B" or better may be considered for transfer credit.

Hours of credit may be transferred, but grades earned in courses taken at another institution do not transfer and are not used in computing the student's graduate GPA at Indiana Wesleyan University.

When a graduate course is taken at another university on a credit/no credit or pass/fail option, hours of "credit" or "pass" are not accepted as transferable unless approved by the appropriate academic unit.

For graduate certificate programs, no more than 30% of the certificate can be satisfied by credits transferred in from other institutions.

Occasionally, graduate students will begin their course of study at another institution with no plans to transfer to IWU, but find themselves displaced by a closing institution and unable to complete their degree. In an effort to support displaced students IWU will allow a greater number of transfer credits for graduate programs. All courses will be evaluated by the appropriate academic department. Where applicable, transfer credits will be applied to meet IWU degree requirements. A displaced student is an actively enrolled student in a degree program offered by an institution that is closing.

Displaced graduate students will be allowed to transfer in up to 75% of program requirements. All transfer credit will be reviewed by the academic department to determine if and how it applies to degree requirements.

For programs with 18 credit hours - Displaced transfer students will be required to take 4 credits from IWU
 For programs with 24 credit hours - Displaced transfer students will be required to take 6 credits from IWU
 For programs with 30 credit hours - Displaced transfer students will be required to take 7 credits from IWU
 For programs with 33 credit hours - Displaced transfer students will be required to take 8 credits from IWU
 For programs with 36 credit hours - Displaced transfer students will be required to take 9 credits from IWU
 For programs with 42 credit hours - Displaced transfer students will be required to take 10 credits from IWU

Doctoral Exception:

IWU will allow displaced doctoral students to transfer in up to 75% of their course work. The student must complete at least 15 graduate credit hours at IWU, plus the comprehensive exam and/or final project/dissertation, if applicable.

Policy on Academic Credentials and Programs

This policy applies to all academic units of the university. It is of interest to all faculty, academic administrators, program directors, and staff of the office of the University Registrar.

Indiana Wesleyan University awards academic credentials (degrees and certificates) to students who complete defined programs of study. Each credential is defined in terms of a set of essential learning outcomes, which may include discipline-specific and general education outcomes, as well as credit-hour and other specifications. Each program of study for a particular credential maps the credential learning outcomes to a series of credit-bearing courses. Student performance in each course, credit-hours earned in each course, and credentials awarded are transcribed by the University Registrar.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credit-hours may be shared between academic credentials awarded concurrently, within the following boundaries. Credentials earned concurrently must be awarded concurrently – students must apply for all credentials appropriate to their current matriculation prior to conferral and credentials reflecting coursework solely from prior matriculation will not be added to the transcript.

1. The student must fulfill all of the requirements for any credential awarded.
2. Credit-hours may be shared between a major and a minor, as long as the minor includes at least 15 unique credit-hours unshared with any other major or minor.
3. Credit-hours may be shared between two minors, as long as each minor includes at least 15 unique credit-hours unshared with any other major or minor.
4. Credit-hours may be shared between two undergraduate majors as long as there are 51 unique (unduplicated) credit hours between the two majors.
5. Credit-hours may be shared between two graduate majors or specializations as long as two thirds of the credit-hours in each major or specialization are unique (unduplicated).
6. Up to three credit hours may be shared between:
 - a. certificate and a minor
 - b. a certificate and a concentration/specialization
 - c. two certificates
 - d. two specializations/concentrations
7. Unlimited credit-hours may be shared between a certificate and a major (undergraduate or graduate) as long as the certificate and the major do not share the same name. Exceptions to this provision for specific certificates and majors may be published in the catalog. Check degree program requirements for eligibility for combining the major with specific certificates.
8. Two distinct undergraduate degrees (associate's and/or bachelor's) may be conferred together as long as each degree includes at least 25% unique (unshared) credit-hours. Each degree must have a unique, stand-alone major.
9. Two distinct graduate degrees (master's, specialist, and/or doctoral) may be conferred together as long as each degree includes at least 50% unique (unshared) credit-hours. Each degree must have a unique, stand-alone major.

10. An undergraduate and a graduate degree may be conferred together as long as 75% of the credit-hours of each degree are unique (unshared). See the related Undergraduate and Graduate Credit Crossover Policy.

A major, minor, or specialization/concentration may be added to a previously awarded baccalaureate or graduate degree. The student must complete all of the course requirements for the major, minor, or specialization/concentration and a minimum of nine new credit-hours must be earned. New general education requirements need not be met to post an additional major, minor, or specialization/concentration to a previously awarded undergraduate degree. Students adding a major, minor, or specialization/concentration are not eligible to participate in commencement ceremonies again. The additional major, minor, or specialization/concentration will be posted to the transcript only on one of the university conferral dates.

As appropriate, given the learning outcomes and alignment of involved programs and courses, credit-hours applied to a previously-awarded IWU academic credential may be applied, without surrender of the prior credential, to another IWU academic credential within the following boundaries.

1. The student must fulfill all of the requirements for any credential awarded.
2. For credit-hours from a prior IWU academic credential to be applied to a second IWU academic credential, the second academic program must be started within ten years of the awarding of the first credential. Exceptions must be approved by the dean (or equivalent) of the school sponsoring the academic program of the second credential. Individual academic programs may specify more strict credit-age limits if warranted by the discipline.
3. Credit-hours from a previously-awarded undergraduate certificate may be applied to fulfill the requirements of an associate's degree or a bachelor's degree.
4. Up to 3 credit-hours from a previously-awarded undergraduate certificate may be applied to fulfill the requirements of a different undergraduate certificate.
5. Up to 6 credit-hours from a previously-awarded associate's degree or bachelor's degree may be applied to fulfill the requirements of an undergraduate certificate.
6. Credit-hours from a previously-awarded associate's degree may be applied to fulfill the requirements of a different associate's degree, as long as the new associate's degree has at least 25% unique credit-hours.
7. Credit-hours from a previously-awarded associate's degree may be applied to fulfill the requirements of a bachelor's degree.
8. Credit-hours from a previously-awarded bachelor's degree may be applied to fulfill the requirements of a different bachelor's degree, as long as the new bachelor's degree has at least 25% unique credit-hours.
9. Credit-hours from a previously-awarded bachelor's degree or undergraduate certificate may be applied to fulfill the requirements of a master's degree, limited by the provisions of the Undergraduate and Graduate Credit Crossover Policy.
10. Up to 3 credit-hours from a previously-awarded graduate certificate or post-master's certificate may be applied to fulfill the requirements of a different graduate or post-master's certificate.
11. Credit-hours from a previously-awarded graduate certificate or post-master's certificate may be applied to fulfill the requirements of a master's degree.
12. Credit-hours from a previously-awarded graduate certificate or post-master's certificate may be applied to fulfill the requirements of a specialist degree.
13. Credit-hours from a previously-awarded graduate certificate or post-master's certificate may be applied to fulfill the requirements of a doctor's degree.
14. Credit-hours from a previously-awarded master's degree, specialist degree, or doctor's degree may be applied to fulfill up to 1/3 of the requirements of a graduate or post-master's certificate.
15. Credit-hours from a previously-awarded master's degree may be applied to fulfill the requirements of a different master's degree, as long as the new master's degree has at least 50% unique credit-hours.
16. Credit-hours from a previously-awarded master's degree may be applied to fulfill the requirements of a specialist degree, as long as the specialist degree has at least 50% unique credit-hours.
17. Credit-hours from a previously-awarded master's degree may be applied to fulfill the requirements of a doctor's degree, as long as the doctor's degree has at least 50% unique credit-hours.

18. Up to 6 credit-hours from a previously-awarded specialist degree may be applied to fulfill the requirements of a master's degree.
19. Credit-hours from a previously-awarded specialist degree may be applied to fulfill the requirements of a different specialist degree, as long as the new specialist degree has at least 50% unique credit-hours.
20. Credit-hours from a previously-awarded specialist degree may be applied to fulfill the requirements of a doctoral degree, as long as the doctoral degree has at least 50% unique credit-hours.
21. Up to 6 credit-hours from a previously-awarded doctor's degree may be applied to fulfill the requirements of a master's degree or specialist degree.
22. Credit-hours from a previously-awarded doctor's degree may be applied to fulfill the requirements of a different doctor's degree, as long as the new doctor's degree has at least 50% unique credit-hours.

Undergraduate and Graduate Credit Crossover Policy

Undergraduate credit-hours may be used to fulfill requirements of IWU graduate programs under the following provisions. When permitted by the design of the program, undergraduate credit-hours from upper level courses may be counted toward the requirements of a graduate degree or certificate when the undergraduate course(s) sufficiently accomplish the learning outcomes of a course in the graduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the graduate degree or certificate may be completed through undergraduate credit-hours. Undergraduate courses in which a student has earned a "B" or better may be considered for graduate credit. Dual counting of credit-hours requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of undergraduate courses to fulfill graduate program learning outcomes. Established limits on the number of credit-hours that may be transferred into the graduate program remain in effect.

Graduate level credit-hours may be used to fulfill requirements of IWU undergraduate programs under the following provisions. When permitted by the design of the program, graduate credit-hours may be counted toward the requirements of an undergraduate degree or certificate when the graduate course(s) sufficiently accomplish the learning outcomes of a course in the undergraduate program. The course(s) must have been completed within the past five years and must reflect current knowledge and best practices. No more than 25% of the total credit requirements for the undergraduate major, minor, or certificate may be completed through graduate credit-hours. Though exceptions may be approved by program directors, graduate courses in which a student has earned a "B" or better may be considered for undergraduate credit. Dual counting of credit-hours requires approval by the appropriate program leader, in consultation with a graduate level content expert, as well as approval by the University Registrar, and Financial Aid Office if applicable. The program leader will make the final decision as to the applicability of graduate course(s) to fulfill undergraduate program learning outcomes. Established limits on the number of credit-hours that may be transferred into the undergraduate program remain in effect.

Withdrawal Policy

Withdrawing from a program

A student who finds it necessary to withdraw from the program is required to contact Wesley Seminary's student success coordinators to complete this process (seminaryadvising@indwes.edu).

If, at a later time, the student wishes to re-enter the program, a re-entry form must be submitted to the Office of Academic Affairs. Students sitting out of a program for more than 90 days are subject to a tuition increase upon returning. Students re-entering a program after six months or more are subject to any changes in program requirements and curriculum upon returning.

Withdrawing from a course

A student who wishes to withdraw from a course and/or take a break in enrollment must contact Wesley Seminary's student success coordinators to make any registration changes. Any change in registration may have an impact on the student's financial aid. Students should always check with the financial aid office before initiating a registration change.

If a student officially withdraws after a course has started and the student has engaged in any graded activity, a grade of "W" will be assigned.

Students withdrawing from the first course of a program must withdraw from the entire program and restart the program.

Students may be eligible for a leave of absence if they receive financial aid (LOA policy (p. 714)).

Administrative Withdraws

Administrative withdraws assigning a grade of "W" will also happen as follows:

- A student who violates the engagement policy (Engagement Policy-Undergraduate (p. 697) or Engagement Policy (p. 697)-Graduate) will be administratively withdrawn from the course.
- A student who violates the engagement policy two courses in a row may be administratively withdrawn from not only the course but all subsequent courses.

Students may be suspended from a program if they show a lack of academic progress toward completing a credential (e.g. if a student withdraws from 25% or more of the required course work for their program).

Inclement Weather Procedures

The university is reluctant to postpone or cancel classes because the schedule is already very compressed and it is difficult to schedule make-up classes when needed. In order to make the most informed decisions possible, the university gathers information from the National Weather Service, State Police agencies, and Regional Deans and personnel (when appropriate). Unfortunately, the university cannot make the decision based on an individual student's geographical situation and the driving distance to and from class. Students should be aware, however, that they are expected to use discretion and not to take unreasonable risks. If students choose not to attend class, they should notify their instructor and make appropriate arrangements for make-up work. Decisions to postpone or cancel classes will be announced by the university. Regional locations will be judged by the Regional Deans. In the event it becomes necessary for a Regional Dean to recommend to the Chancellor for IWU-National and Global campus a weather related or emergency closing or postponement for onsite classes, affected faculty and students will make up the missed class session through an online alternative class session.

Instructors will contact students on the date class is cancelled with requirements for making up the cancelled class session through an online alternative.

In the event an onsite class session is cancelled that is deemed significant to the specific program (e.g., program orientation, the first class session of a program, the last class session of a program, etc.), the Regional Dean will petition the appropriate academic leaders to arrange a new date to make up the cancelled class session prior to the next scheduled class session.

To satisfy engagement requirements and earn discussion points (if applicable), all assignments associated with the cancelled class session must be submitted prior to the start of the next scheduled class session.

Postponement decisions for evening classes will be made by approximately 3:00 p.m. on the day of class. Decisions about Saturday classes will be made the evening before, when possible, but may be made during the early morning hours on the Saturday of class if necessary. No notification will be made unless classes are postponed or cancelled; information about postponements and/or cancellations will be announced on the university's Web site at <http://www.indwes.edu>. Announcements will also be posted on the student portal at <http://myIWU.indwes.edu> and on the class information phone line at 1-866-498-4968 ext. 2022.

Financial - Wesley Seminary

Financial Policies

Students are advised of financial obligations for their degree seeking (core) program during the registration process. Students are expected to meet these obligations according to the schedule. Any questions regarding payments or problems associated with making those payments should be directed to Student Account Services.

Students who have applied for financial aid are responsible for all tuition and fees in the event it is determined they are ineligible for financial aid, decline the financial aid, or withdraw from the program prior to completing the academic award period. Students receiving military or corporate assistance who have received prior approval from the university for direct billing are required to pay their share of tuition and fees and submit appropriate assistance documents by the assigned due date. The deferral program in no way relieves the student of the financial obligation to the university and the student retains full responsibility for ensuring that all tuition and fees are paid in full and in a timely manner.

Indiana Wesleyan University reserves the right to suspend students from class attendance for failure to meet financial obligations.

Indiana Wesleyan University reserves the right to change the tuition and fee schedule at any time. Students who remain registered making satisfactory academic progress shall have their tuition and fees guaranteed. Book fees and embedded resource fees are subject to change throughout a student's program. A \$50 late fee is charged each time a payment is received after the due date. There will be a fee charged for any check returned due to non-sufficient funds. If collection of tuition, book charges, and/or fees becomes necessary, all percentage-based costs of collection, court costs, and attorney fees are the responsibility of the student.

Financial Regulations for Individuals Covered by Chapter 31 or Chapter 33

For purposes of this policy, a covered individual is any individual who is entitled to educational assistance under Chapter 31, Vocational Rehabilitation and Employment, or Chapter 33, Post-9/11 benefits.

Any covered individual may enroll in or attend a course of education during the period beginning on the date on which the individual provides a Certificate of Eligibility (COE) for entitlement to educational assistance under chapter 31 or 33 (A "Statement of Benefits" obtained from the Department of Veterans' Affairs (VA) website – eBenefits, or a VA Form 28-1905 for chapter 31 authorization purposes can substitute a Certificate of Eligibility) and ending on the earlier of the following dates:

- The date on which payment from VA is made to Indiana Wesleyan University (IWU)
- 90 days after the date IWU certified tuition and fees following the receipt of the certificate of eligibility

Indiana Wesleyan University will not impose any penalty, including the assessment of late fees, the denial of access to classes, libraries, or other institutional facilities, or the requirement that a covered individual borrow additional funds, on any covered individual because of the individual's inability to meet his or her financial obligations to the institution due to the delayed disbursement of funding from VA under chapter 31 or 33.

IWU requires the following actions on the part of any covered individual:

- Submit the Certificate of Eligibility (COE) for entitlement to educational assistance no later than the first day of the course of education.
- Provide any additional information necessary to the proper certification of enrollment by IWU.
- All standard financial policies apply for any amount not covered by the Certificate of Eligibility (COE) – i.e. charges not covered, or percentage of fees in excess of the COE.

Refund Policy

For courses consisting of 4-6 workshops:

- If a student requests withdrawal during the first week of the course, all charges are forgiven except books and embedded resources.
- If a student requests withdrawal during the 2nd week of the course, tuition and tech fee are refunded 75%.
- If a student requests withdrawal during the 3rd week of the course, tuition and tech fee are refunded 50%.
- If the student requests withdrawal after the 3rd week, there is no refund.

For courses consisting of at least 7 workshops:

- If a student requests withdrawal during the first week of the course, all charges are forgiven except books and embedded resources.
- If a student requests withdrawal during the 2nd week of the course, tuition and tech fee are refunded 90%.
- If a student requests withdrawal during the 3rd week of the course, tuition and tech fee are refunded 75%.

- If a student requests withdrawal during the 4th week of the course, tuition and tech fee are refunded 50%.
- If the student requests withdrawal after the 4th week, there is no refund.

For courses that are one week in length, tuition and technology fee are refunded according to the following schedule:

- Withdrawal requested within the first onsite day (2nd day on the course calendar) – 100% tuition and tech fee refund.
- Withdrawal requested after the first onsite day – no tuition or tech fee refund.

Changes to a student's schedule may affect their financial aid. Call the Financial Aid Office for information.

Other Fees

Once attendance has been established in a course, any other fees associated with that course (not tuition or technology fee) are non-refundable.

Regulations and Policies

In compliance with federal regulations for the student who has received financial aid, any amount due will be returned to the appropriate aid sources.

Students who are unable to complete a course or who receive an unsatisfactory grade for their specific program will be allowed to repeat that course with another group of students if arrangements are made with the Student Success Coordinators. Tuition and fees will be charged for repeating the course.

Decisions regarding refunds are made by the Student Account Coordinator, and in isolated cases, by the Vice President of Operations.

Indiana Wesleyan University will comply with any state mandated refund policies that govern refunds for students matriculating within the state in question. For a detailed listing of state-specific refund policies, please visit <http://www.indwes.edu/About/Student-Consumer-Information/State-Specific-Refund-Policies>.

Student Account Appeals

A written appeal may be submitted to Student Accounts Coordinator. If the disputed charge cannot be reconciled with the accounting office, a written appeal can be submitted to seminaryaccounting@indwes.edu with all supporting documentation.

- All pertinent information will be obtained and compiled by the Appeals Committee.
- The disputed charge will be reviewed by the Appeals Committee.
- If necessary, an appeal may be reviewed by the Program Director.
- Appeals must be submitted within 6 months of the last date of attendance for the course in question.

All appeals will receive a response within 15 days after the written appeal has been received.

Financial Aid

General Eligibility Requirements

In order to receive federal and/or state student financial aid, students must meet the following criteria:

- Must have completed the Free Application for Federal Student Aid (FAFSA) including signing all certifying statements.
- Must be a U.S. citizen or eligible noncitizen.
- Must have a valid Social Security number (with the exception of students from the Republic of the Marshall Islands, Federated States of Micronesia, or the Republic of Palau).
- Must be registered with Selective Service, if required.
- Must not be in default on a Title IV loan or owe a Title IV grant or loan overpayment.
- Must not have borrowed in excess of annual or aggregate Title IV loan limits.

- Must certify that they will use Title IV aid only to pay educational costs.
- Must not have enrolled in multiple institutions solely to obtain Title IV credit balance funds to pay expenses not educationally related.
- Must not have a disqualifying drug conviction.
- Must be enrolled as a regular student (cannot be unclassified) in an eligible degree or certificate program.
- Must maintain Satisfactory Academic Progress (SAP) as outlined in IWU's SAP Policy.
- Must show qualification to obtain a college education by having a high school diploma, GED certificate, or a high school education in a homeschool setting approved under state law.
- Must maintain enrollment in classes.

Per federal regulations, incarcerated students are not eligible for federal student financial aid. Incarcerated students or students who become incarcerated after receiving federal student financial aid funds should contact the Financial Aid Office.

Types of Student Financial Aid Available

The following types of student financial aid are available to persons enrolled as degree-seeking students who meet the eligibility criteria for the aid type. Complete fund profiles may be found online at <https://www.indwes.edu/adult-graduate/financial-aid/types-of-aid>.

Ministerial Student Aid Program – is a loan program administered by The Wesleyan Church through the Department of Education & Clergy Development and is available to undergraduate and graduate students in an approved ministry program. The loan becomes a grant as the recipient serves The Wesleyan Church under a qualifying appointment. Applicants should understand that in requesting aid from this program they are applying for a loan, which must be either repaid or canceled through service. General eligibility requirements include, but are not limited to: local church membership, district approval, and enrollment form submission. For each year (September 1 through August 30) of full-time district appointment in The Wesleyan Church following studies, 20% of the loan is canceled once the service is rendered and reported. Cancellation cannot be given in the same church year that one receives loan-grant funds. Loan amounts for the 2021-2022 award year are \$80 per semester hour for Masters in Ministry programs and \$100 per semester hour for Masters of Divinity classes. More information may be found online at <https://www.wesleyan.org/ecd/loan-grant>.

William D. Ford Federal Direct Loan – is available to students who file the FAFSA and all other required student financial aid forms and who meet all federal criteria for eligibility. The maximum annual loan amount is \$20,500 for graduate students. The lifetime maximum borrowing limit for graduate programs is \$138,500 (including undergraduate borrowing). Interest rates are set on July 1 each year and are fixed rates. For July 1, 2021, through June 30, 2022, the interest rate is 4.30% for unsubsidized Federal Direct Loans for graduate students.

A student's total financial assistance, including loans, may not exceed the calculated cost of attendance for the program. Students with unsubsidized loans may elect to make monthly interest payments to the lender or allow the accumulated interest to accrue until repayment, which begins six months after the student ceases to be enrolled as at least a half-time student. Upon graduation or termination of studies, the student is given a six-month grace period during which no interest or principal payments are due on subsidized loans and during which only interest accrues on the unsubsidized loans. The standard minimum monthly payment is \$50, but the amount varies based on the total amount of the outstanding loans upon which the student is paying and the type of repayment plan the student has chosen.

Graduate PLUS Federal Direct Loan – is a federal loan with a fixed 5.30% interest rate available to graduate students who have remaining cost of attendance not met by an unsubsidized William D. Ford Federal Direct Loans. This is a credit-based federal loan.

Military Preferred Tuition Discount – is a tuition discount to all active duty military personnel, National Guard, Reserves, retirees, veterans, spouses, surviving spouses, dependents with educational benefits, and DoD employees. Students must submit a discount application, available online at <https://www.indwes.edu/adult-graduate/financial-aid/Military-Preferred-Tuition-Application-2020-2021.pdf>.

Yellow Ribbon Award – is an award that does not have to be repaid and is available to eligible students who receive Chapter 33 benefits. The amount eligible students receive reflects 50% of the tuition expenses that exceed the highest public in-state undergraduate tuition rate. The VA matches that contribution to cover fully the tuition costs.

Loan Repayment Chart

The following chart shows estimated monthly payment amounts based on a standard 10 year repayment plan. Learn more about current interest rates or other repayment plans online at www.studentaid.gov or www.finaid.org.

Interest Rate	5%	6.5%	8%
Amount Borrowed	Monthly Payment Amount		
\$5,500	\$58	\$62	\$67
\$8,500	\$90	\$97	\$103
\$15,000	\$159	\$170	\$182
\$20,000	\$212	\$227	\$243
\$30,000	\$318	\$341	\$364
\$40,000	\$424	\$454	\$485
\$50,000	\$530	\$568	\$607
\$60,000	\$636	\$681	\$728
\$70,000	\$742	\$795	\$850

How to Apply for Student Financial Aid

Students who wish to be considered for federal and/or state student financial aid must complete the Free Application for Federal Student Aid (FAFSA). Links to the application process online are provided at <https://www.indwes.edu/adult-graduate/financial-aid/apply-for-aid>:

- When completing the FAFSA (direct link is <https://studentaid.gov/h/apply-for-aid/fafsa>) you must list IWU's Title IV Code, 001822, or IWU will not receive your FAFSA information from the federal processor.
- You must disclose any additional funding you will receive from employer reimbursement, vocational rehabilitation, or private scholarships to help pay for your education. To facilitate this requirement, complete the Other Aid Source Disclosure Form.
- If loans are desired, students must complete the Loan Entrance Counseling Session and William D. Ford Federal Direct Loan Master Promissory Note online (direct link is <https://studentaid.gov>). You must have an established Federal Student Aid (FSA) ID and password in order to complete these items. It may be necessary to wait three days from the time you first create your FSA ID before trying to sign in to this website. For each item, you must enter "Indiana" in the School State field even if you attend classes in another state or online.
 - Entrance Counseling Session: Log in using your FSA ID and password. Hover over COMPLETE AID PROCESS in the navigation bar and select Complete Entrance Counseling. Add IWU as a School to Notify and select the appropriate Student Type for your current degree pursuit—undergraduate or graduate.
 - Master Promissory Note: Log in using your FSA ID and password. Hover over COMPLETE AID PROCESS in the navigation bar and select Subsidized/Unsubsidized Loan MPN.
 - The Financial Aid Office's standard practice is to originate federal student loans for the amount of a student's maximum eligibility. If you wish to have a lesser loan amount awarded than your maximum eligibility, complete the Reduced Loan Request form.

Once the above steps have been completed, be certain to:

- Quickly respond to requests for additional information from the Financial Aid Office. You may be asked, as required by federal regulations, to provide items for review in a process called Verification. Some items that may be requested are: a completed Verification Worksheet, a completed and notarized Identity and Statement of Educational Purpose Form, and a signed copy of your Federal Income Tax Return (and your spouse's or parents' as appropriate).

- Fully complete all forms. Forms filled out incorrectly or submitted to the wrong office or location could complicate your approval to begin classes or delay your student financial aid awards package.

How Eligibility is Determined and Student Financial Aid is Awarded

- An estimated federal awards package typically is available within a week of submitting the FAFSA. In general, award amounts are based on a student's Expected Family Contribution found on the Student Aid Report, a student's enrollment status, the cost of attendance, and other estimated financial assistance. The Financial Aid Office will award a student for his or her maximum eligibility in scholarship, grant, and loan funds unless otherwise instructed in writing. Complete the Reduced Loan Request form to request a loan amount less than the maximum.
- Students must be enrolled at least half-time for the term for federal loan funds to be disbursed. Any changes to planned enrollment may affect the amount and/or disbursement date(s) of aid for which the student may qualify.
- The Financial Aid Office will email notification to the IWU student email account that student financial aid has been awarded and is available for review online via the student portal at <https://myiwu.indwes.edu>. This secure website will indicate the types and amounts of aid for which the student qualifies. To decline all or a portion of the awarded aid, the student must submit a written request to the Financial Aid Office or all awarded aid will disburse to the IWU student account, as appropriate. Complete the Reduced Loan Request form to request a loan amount less than the maximum. The student does not need to contact the Financial Aid Office to accept an awards package.

How and When Student Financial Aid is Disbursed

Federal Direct Loans are disbursed as a credit to the IWU student account, generally in one payment per term with that disbursement occurring approximately 10 days after the start of the first class attended in the term.

Ministerial Student Aid is disbursed in the form of a check to the student four times a year (January, February, July, and October) from Wesleyan Headquarters for courses completed during the prior period.

All other types of aid are awarded and disbursement dates set as the necessary paperwork is received.

Applying for student financial aid does not remove responsibility for payment. If the funding is not received, the student must pay all outstanding balances immediately.

Satisfactory Academic Progress (SAP)

Students are expected to maintain Satisfactory Academic Progress toward the completion of their course of study. This includes:

- Enrolling in and attending class as well as completing assignments and projects.
- Earning at least the minimum GPA required to maintain good academic standing in the student's primary degree or certificate program.
- Earning passing grades in a minimum of 67% of all credit hours attempted.
- For undergraduate students, completing the program within 150% of the credit hours normally required to complete the course of study (e.g., if the program requires 120 credit hours to complete, then the student may attempt no more than 180 credit hours) or, for graduate students, within the maximum time allowed by the academic department to complete the degree.

Academic progress is reviewed after the end of each term/award period. Students who fail to make satisfactory academic progress will be placed onto SAP Warning or Suspension, as appropriate, per the policy requirements. Students with mitigating circumstances (which may include, but is not limited to, death in the family or grave illness of the student or close family member) may appeal termination of federal student financial aid eligibility due to failure to make academic progress by submitting a SAP Appeal Form, written explanation, and supporting documentation to the SAP Appeals Committee through the Financial Aid Office. The entire SAP Policy is available for review online at <https://www.indwes.edu/adult-graduate/financial-aid/resources>.

Leaves of Absence, Withdrawals, and Return of Funds

A student may request leaves of absence through the Office of Student Success for breaks in attendance 180 days or less in any 12-month period. In the case there is an approved break between classes, a leave of absence will be reported to the lender, but no loan repayment will be required. If additional circumstances arise that prohibit the student from returning to class as

scheduled, the student should contact the Financial Aid Office to discuss options. For a break between classes of more than 180 days in any 12-month period, the university is required to report non-enrollment information to the lender, and the student will be required to begin repayment of any student loans (see your loan promissory note for further information).

If a student finds it necessary to withdraw from the program, withdraw from a course or courses without an approved leave of absence, or take leaves of absence that exceed 180 days in a 12-month period, a federal student financial aid Return of Funds calculation will be performed. This calculation determines how much federal student financial aid has been earned and is based on the number of days attended during the term/payment period when the student withdraws. The amount of federal student financial aid funds to be returned by IWU to the funding source is based on the amount of those funds that the Return of Funds calculation determined were not earned by the student. The following is an example of the Return of Funds calculation:

- The student begins class on June 28 and the term/payment period runs until January 17.
- The student withdraws from the program on October 4.
- The term/payment period has 152 calendar days in it (not including break periods) and the student completed 86 days which is 56.6% of the payment period.
- The amount of the funds to be returned will be 43.4% of the federal student financial aid funds received.
- The portion of the federal student financial aid funds that the school must return is equal to the lesser of:
 - The institutional charges multiplied by the unearned percentage of your funds, or
 - The entire amount of excess funds.

The Financial Aid Office will determine the amount of the return of funds that is owed by IWU and the amount, if any, that is owed by the student. For any loan funds that are owed by the student, the student (or the parent for a Direct PLUS Loan) repays in accordance with the terms of the promissory note (e.g., scheduled payments are to be made to the holder of the loan over a period of time). A letter will be sent to the student indicating the results of the Return of Funds calculation and the amount of the return of funds, if any. The student will earn 100% of the federal student financial aid funds received for the term/payment period if the return of funds calculation shows the student completed 60% or more of the term/payment period. Additionally, state grant awards may be recalculated if the student drops below the minimum amount of credits and/or if tuition and fee charges must be revised as a result of the schedule change.

Funds will be returned to the federal student financial aid programs in the following order: unsubsidized Federal Direct Loan, subsidized Federal Direct Loan, Federal Perkins Loan, Federal Direct PLUS Loans, Federal Pell Grant, Federal SEOG, Federal TEACH Grant and other Title IV grants. The student will have 45 days to contact the Financial Aid Office to make arrangements to repay any federal grants that are owed by the student. Failure to make arrangements or to pay back the federal grants will mean the student is no longer eligible to receive federal student financial aid at any institution until full repayment.

The requirements for Title IV program funds when a student withdraws are separate from IWU's refund policy. Therefore, a student may still owe funds to the school to cover unpaid institutional charges. A student who requests the credit balance from his or her IWU student account and then makes registration changes may be required to repay funds to the university and/or to the student financial aid programs.

Student's Rights and Responsibilities

As a student, you have the right to know:

- What financial assistance is available, including information on all federal and state programs.
- The deadlines for submitting application for each of the student financial aid programs available.
- The cost of attending the school's programs and the school's refund policy.
- The criteria used by the institution to select financial aid recipients.
- How the school determines your financial need. This process includes how costs for tuition, fees, books, and living expenses are considered in your budget.
- What resources (such as employer reimbursement, other financial aid, etc.) are considered in the calculation of your need.
- How much of your financial need, as determined by the institution, has been met.

- An explanation of the various programs in your student financial aid package. If you believe you have been treated unfairly, you may request reconsideration of the award that was made to you.
- What portion of the student financial aid you received must be repaid, and what portion is grant aid. If the aid is a loan, you have the right to know the loan interest rate, the total amount that must be repaid, the payback procedures, the length of time you have to repay the loan, and when the repayment is to begin.

As a student, you are responsible to:

- Review and consider all information about the school's program before you enroll.
- Complete all required forms accurately and submit them in a timely manner to the correct address.
- Pay special attention to, and accurately complete, your FAFSA. Errors can result in delay of receipt of your student financial aid funds. Intentional misreporting of information on application forms for federal student financial aid is a violation of law and is considered a criminal offense subject to penalties under the U.S. Criminal Code.
- Return all additional information, verification, corrections, and/or new information requested by either the Financial Aid Office or the FAFSA central processor.
- Read and understand all the forms that you are asked to sign and keep copies of them.
- Accept responsibility for all agreements you sign.
- If you have a loan, notify the lender of changes in your name, address, or school status.
- Know and comply with the deadline for application or reapplication for aid.
- Know and comply with the school's leave of absence or withdrawal policy/procedures.
- Repay student loans in agreement with the loan promissory note.

Further Information

The Financial Aid Office staff is here to assist in any way possible. If you have questions about any information pertaining to student financial aid, please contact: Financial Aid Office, IWU -National and Global, Indiana Wesleyan University, 1900 West 50th Street, Marion, IN 46953-9393. Voice 866-498-4968 option 4, 765-677-2516, Fax 765-677-2030, Email IWUfinaid@indwes.edu.

Services for Students - Wesley Seminary

Student Success

The purpose of the Office of Student Success is to support students from enrollment to completion of academic programs. Student Success Coordinators help students understand all degree requirements and options to meet those requirements. Student Success Coordinators also assist students in understanding policies and procedures, and communicating with departments such as Financial Aid and Accounting.

Student Success Coordinators advise each student throughout the duration of his or her academic program and are available to meet one-on-one with students face to face, through email, by phone, or via video conference.

It is important that students maintain contact with their Student Success team in order to ensure timely progression toward degree completion as well as appropriate scheduling for maximum financial aid benefit.

Library Services

Off Campus Library Services provides both mediated and direct access to resources and services designed specifically for the adult student. The Jackson Library in Marion has thousands of materials via searchable databases, including both print and online journals; streaming media titles; print books and ebooks; and various formats of microform. These are all searchable via the secured Jackson Library databases. Small library collections are available at the Louisville campus, Ohio campuses at Cincinnati, Cleveland, Columbus, and Dayton, as well as the Indiana campuses at Greenwood, Indianapolis (two locations), and Merrillville, and include some reference books and full access to the library catalog and subscription-based journal and book indexes. Remote access is also available to all databases through the university login. Students can get personalized assistance from OCLS librarians at Cincinnati, Cleveland, Indianapolis, Louisville, Marion, and Merrillville campuses.

Librarians assist with general paper editing especially as it pertains to use of the writing style of their degree program. OCLS can also help troubleshoot basic word processing and PowerPoint challenges.

The Wesley Seminary student or distance student can contact OCLS via e-mail, 800 telephone, or chat service. Online access to the Library Resource Guide is available from the OCLS Web page; OCLS Tools. All provided services are further described in this document. One on one or group instruction about the services and databases of OCLS or a writing style is available by special appointment.

The library is part of a consortium, Academic Libraries of Indiana, which includes access to most library collections of Indiana higher education institutions. If attending classes in Kentucky or Ohio, the regional OCLS librarian can inform students about opportunities in their area.

Services for Disabled Students

IWU Disability Services

The goal of disability services at Indiana Wesleyan University is to work cooperatively with students to help them reach their maximum academic, social, and personal potential. This is accomplished by integrating legal expectations, Indiana Wesleyan's standards of service, and Christ-like principles. The Director of Accessibility and Accommodations is a trained professional, responsible for determining accommodation eligibility and for coordinating office services for students with disabilities. The director works with the students, faculty, and staff to design and implement a plan of reasonable accommodations that allows for equal access to all areas of university life.

Equal Access

Indiana Wesleyan University is committed to inclusion and equal access of individuals with disabilities. Individuals will not be discriminated against on the basis of disability or be denied equal access and appropriate accommodation to the educational opportunities available at IWU.

"No otherwise qualified person with a disability in the United States shall, solely on the basis of disability, be denied access to, or the benefits of, or be subjected to discrimination under any program or activity in any institution receiving federal financial assistance." –Section 504 of the Rehabilitation Act of 1973.

Admissions

Admission decisions are made without regard to disabilities. All prospective students are expected to present academic credentials that meet or exceed the minimum requirements for admissions.

Prospective students with disabilities are not required to identify themselves to the Admissions Office or the Director of Accessibility and Accommodations. However, those interested in receiving academic accommodations are encouraged to meet with, or contact, the Director of Accessibility and Accommodations as early as possible to allow for a review of documentation and the formulation of an accommodation plan.

Student Address/Email Information

Change of Name and/or Address

A student's official academic record reflects the name, address, telephone number, and other information the student submitted at the time they applied to IWU. Students who desire to change this information in their academic record may submit a request to the Registrar's Office along with acceptable legal documentation supporting the request.

IWU Student Email Accounts

Upon acceptance, students are given an IWU student e-mail account. This is the only account used by IWU for communication with the student. It is extremely important that the student checks this account on a regular basis as important academic and financial information as well as university announcements will be shared in this way.

Wesley Seminary Degrees

Wesley Seminary offers the following programs:

- Associate of Science degree with a major in Christian Ministries (p. 719)
- Bachelor of Science degree with a major in Biblical Studies (p. 720)
- Master of Arts degree with a major in Ministry (p. 723)
 - Specializations are available in Biblical Studies (p. 724), Children, Youth, and Family Ministry (p. 725), Christian Theology (p. 726), Church Health and Revitalization (p. 727), Church History (p. 727), Church Planting and Multiplication (p. 728), Intercultural Studies (p. 729), Leadership (p. 729), Pastoral Care (p. 730), Preaching (p. 730), Spiritual Formation (p. 731), Wesley Studies, (p. 732) Worship Arts (p. 732), and Pastoral Ministry (p. 733) (fulfills Wesleyan ordination requirements)
- Master of Theological Studies (p. 736)
- Master of Divinity (p. 739)
 - Specializations are available in Biblical Studies (p. 741), Children, Youth, and Family Ministry (p. 742), Christian Theology (p. 742), Church Health and Revitalization (p. 744), Church History (p. 744), Church Planting and Multiplication (p. 745), Intercultural Studies (p. 745), Leadership (p. 746), Pastoral Care (p. 747), Preaching (p. 747), Spiritual Formation (p. 748), Wesley Studies (p. 749), and Worship Arts (p. 750)
- Doctor of Ministry (p. 750)

Undergraduate Certificate Programs

Undergraduate Certificate - Pastoral Care and Counseling

The Indiana Wesleyan University's Pastoral Care and Counseling Certificate program affords students the opportunity to acquire theoretical and practical application of the practice of pastoral care and counseling. The certificate itself serves as documentation of this accomplishment, as does the transcript notation. This program provides valuable, personal spiritual growth as well as professional development for those in church or para-church ministries and careers. Students completing the Pastoral Care and Counseling Certificate acquire added knowledge and skills for more effective ministry.

Admission Requirements

- Accepted as a regular degree seeking student or as an unclassified student
- Unclassified student requires proof of high school graduation
- Currently enrolled in or a graduate of the Bachelor of Science with a major in Biblical Studies program; OR
- Licensed or ordained minister (copy of current credentials required)

Completion Requirements

- 16 credit hours from the selected courses in the specific certificate area
- Nine of the credits must be earned at IWU for degree seeking students; all credits must be earned at IWU for unclassified students
- Minimum grade of "C" in each course
- Payment of all tuition and fees is required to receive certificate

Pastoral Care and Counseling - Program of Study

Pastoral Care and Counseling

REL-469	Pastoral Care and Counseling	3
REL-469P	Pastoral Care Practicum	1

In addition, students choose four courses from among the following:

CNS-310	Counseling Theories for the Faith Community	3
CNS-312	Counseling Interventions for the Faith Community	3
REL-355	Theological Issues in Health, Healing and Care Ministry	3
REL-455	The Practice of Spiritual Care Across the Lifespan	3
CRJ-268	Crisis Intervention	3

Associate Degree Program

AS - Christian Ministries

The Associate of Science degree with a major in Christian Ministries (ASM) prepares students for entry-level ministry roles in Christian churches and para-church organizations. It also enables laypersons in local churches to gain greater spiritual development, gain greater awareness of critical ministry functions and issues, and enhance their current service. This degree meets many academic and practicum requirements for licensing and/or ordination in many churches including The Wesleyan Church. Additionally, it prepares students for bachelor-level work in Christian Ministry, Ministry Leadership, Theology, or Biblical Studies. Nearly two-thirds of the requirements for ordination in The Wesleyan Church are satisfied within this program.

Upon completion of the Associate of Science degree with a major in Christian Ministries, students will be able to:

- Apply a Christian and Biblical worldview with a Wesleyan-Arminian Perspective to basic ministry tasks.
- Demonstrate entry level ministry skills for local church and parachurch organizations.
- Exhibit Christlike motivations, dispositions, and character through spiritual formation for ongoing spiritual and ministerial health.
- Apply leadership skills within a local church context.

Admission Requirements

The admission requirements for the associate degree programs are as follows:

- Proof of standard high school diploma or GED certification.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the College of Adult and Professional Studies may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Students must complete at least 15 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

To graduate the following requirements must be met:

- Completion of 60 semester hours.
- Completion of the required core (major) courses with a GPA of 2.0 or higher and a minimum of 15 hours of the core (major) taken at Indiana Wesleyan University.
- Cumulative GPA of 2.0 or higher.
- Completion of 24 hours of general education requirements as specified (General Education Requirements (p. 327)).

- Payment of all tuition and fees is required to receive a diploma.

Christian Ministries - Program of Study

AS - Foundational Courses

GEN-111	Foundations of Lifelong Learning	3

Required Courses

PSY-150	General Psychology (also meets General Education Requirement)	3
BIL-111	Introduction to Old Testament	3
BIL-112	Introduction to New Testament (also meets General Education Requirement)	3
THE-201	Survey of Biblical Doctrine	3
REL-227	Christian Spirituality	3
MIN-268	Introduction to Church Leadership and Administration	3
BIL-201	Methods in Bible Study	3
MIN-280	Preaching Jonah	3
MIN-240	Cultural Contexts of Ministry	3
REL-277	Evangelism and Global Outreach of the Local Church	3
CED-256	Christian Education in the Local Church	3
REL-236	Worship in the Local Church	3
REL-265	Pastoral Ministry in the Local Church	3

Bachelor Degree Program

BS - Biblical Studies

The Bachelor of Science degree with a major in Biblical Studies focuses on studying Scripture carefully and theologically employing the inductive Bible study approach. Students will delve into the background, genre, contents, and theological themes of most books and blocks of the Bible. Attention will also be given to cultural and philosophical dynamics, both in the interpretation and application of Scripture. The focus on Scripture will be complemented by material on theology, spirituality, leadership, and teaching. Graduates will be prepared to serve in ministry positions, especially in roles that emphasize preaching and teaching the Bible and/or as preparation for Masters level divinity, ministry, or Biblical Studies.

Biblical Studies graduates will:

- Describe the relevant background, genre, contents, and theological themes of select books of the Bible.
- Apply the principles and techniques of inductive Bible study to various biblical materials.
- Explain the relevance of diverse historical and cultural circumstances on the interpretation and application of Scripture.
- Relate interpretations of Scripture to key aspects of Wesleyan theology.
- Design Bible study lessons based on exegetical analysis and effective learning techniques.
- Integrate the study of Scripture into one's own spiritual, character, and leadership formation.

Admission Requirements

The admission requirements for the Bachelor of Science with a Major in Biblical Studies offered through the School of Service and Leadership, College of Adult and Professional Studies are as follows:

- Proof of high school graduation or GED certification.
- Original transcripts from all previous college or university study at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA).
- Prior completion of at least 60 transferable credit hours is required before the student is eligible to start a bachelor core program.

Transfer Credit Policy

Transfer credit for core curriculum requirements for undergraduate programs within the College of Adult and Professional Studies may be granted as follows:

- Credit must have been earned at a college or university that is accredited by an accrediting agency recognized by both the U.S. Department of Education (ED) and the Council for Higher Education Accreditation (CHEA) with a minimum grade of "C".
- Students must complete at least 30 hours of the core curriculum at Indiana Wesleyan University.

Graduation Requirements

To graduate the following requirements must be met:

- Completion of 120 semester hours.
- Completion of the required core courses with a GPA of 2.50 or higher.
- Cumulative GPA of 2.0 or higher.
- Completion of 30 hours of general education as specified (General Education Requirements (p. 336)).
- Payment of all tuition and fees is required to receive a diploma.

Biblical Studies - Program of Study

Prerequisite Courses

(Must be completed before starting the core program; for students lacking the prerequisites required for entrance into the Biblical Studies major, these courses are offered at the inception of the program and qualify for financial aid for eligible students)

BIL-111	Introduction to Old Testament	3
BIL-112	Introduction to New Testament	3
BIL-201	Methods in Bible Study	3
THE-201	Survey of Biblical Doctrine	3

Core Courses

BIL-203	Advanced Inductive Bible Study	3
BIL-290	Tools and Resources for Biblical Studies	3
BIL-310	Book of Genesis	3
BIL-420	Gospel of Mark	3
MIN-405	Creative Bible Preaching and Teaching	3
BIL-302	Historical Books	3
REL-424	Christian Theology II: Advanced Soteriology	3
BIL-304	The Writings of John	3
BIL-410	Wisdom Literature	3
PHL-283	Philosophy and Christian Thought (also meets General Education Requirement)	3
BIL-404	Acts of the Apostles	3
BIL-412	Romans and Galatians	3

BIL-440	Biblical Interpretation in Global Perspective	3
BIL-402	Major Prophets	3
BIL-408	Revelation and Apocalyptic	3
BIL-450	Biblical Theology	3
REL-483	Biblical Studies Colloquium	3

Graduate Certificate Program

Admission Requirements

Admission to the Ministry major begins with completing application forms and submitting them with official transcripts and two personal recommendations. The Wesley Seminary shall determine admission status from the completed forms and student file and notify the applicant in writing of the admission status granted. Regular admission to the seminary constitutes admission to candidacy for the master's degree. The basic criteria for regular admission to the MA program within the seminary are as follows:

- A baccalaureate degree from an institution accredited by a member agency of the International Council for Evangelical Theological Education (ICETE) or by an accrediting agency recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA).
- A minimum grade-point average (GPA) of at least 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including:
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- A completed Ministry Context Form.
- A three to four page autobiography and statement of ministry purpose. The statement of purpose should reflect one's sense of God's direction in relation to Christian ministry or service.
- A criminal history background check must be completed before acceptance into any Wesley Seminary degree program if a felony was disclosed by the student on the application form.

Christian Ministry Formation (14 credits)

The work of ministry is not primarily done by pastors but by the millions of Christians who attend their churches and volunteer to help with, and even lead, ministries. Sadly, many do so while feeling under-equipped. The Christian Ministry Foundations Certificate was built to aid you, the engaged church volunteer who wants to become even better-equipped to minister to those both inside and outside of the church walls. You will walk away feeling stronger in your knowledge of how to understand and teach the Bible and theology. You will come to understand the importance of church history and how it can guide us through the problems we are facing today. You will learn how to contextualize the Gospel to fit wherever you serve. Most importantly, you will be challenged to grow in your own spiritual formation so that you can help others grow in their spiritual formation.

Requirements List

BIBL-500	The Bible as Christian Scripture	3
CHST-500	Global Christian History	3
THEO-500	Introduction to Christian Theology	3
MISS-500	Cultural Contexts of Ministry	3
SPIR-500	Spiritual Formation: Change & Transformation	1
SPIR-520	Spiritual Formation: Self Awareness & Appraisal	1

Master of Arts - Ministry (36 Hours)

Wesley Seminary offers a 36 hour Master of Arts degree with specializations in several areas that provides graduate-level training for working ministry practitioners.

Wesley Seminary strives to promote the following key learning outcomes in the MA program. A student who has completed the MA degree with a major in Ministry should, with graduate-level competency, be able to:

- Integrate Christian History, Scripture, and Theology in the practice of ministry.
- Contextualize the gospel for the purpose of advancing the Kingdom.
- Personalize spiritual formation for sustainable ministry.

Master of Arts - Ministry (36 Hours)

Admission to the Master of Arts in Ministry begins with completing application forms and submitting them with official transcripts and two personal recommendations. Wesley Seminary shall determine admission status from the completed forms and student file and notify the applicant in writing of the admission status granted. Admission to the seminary allows a student to enroll in coursework. A student must successfully complete all graduation requirements to earn the master's degree. The basic criteria for regular admission to the MA program within the seminary are as follows:

Admission Requirements

Admission to the Ministry major begins with completing application forms and submitting them with official transcripts and two personal recommendations. The Wesley Seminary shall determine admission status from the completed forms and student file and notify the applicant in writing of the admission status granted. Regular admission to the seminary constitutes admission to candidacy for the master's degree. The basic criteria for regular admission to the MA program within the seminary are as follows:

- A baccalaureate degree from an institution accredited by a member agency of the International Council for Evangelical Theological Education (ICETE) or by an accrediting agency recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA).
- A minimum grade-point average (GPA) of at least 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including:
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- A completed Ministry Context Form.
- A three to four page autobiography and statement of ministry purpose. The statement of purpose should reflect one's sense of God's direction in relation to Christian ministry or service.
- A criminal history background check must be completed before acceptance into any Wesley Seminary degree program if a felony was disclosed by the student on the application form.

Program Requirements

- Students must have completed all required courses before enrolling in the MA Capstone course (MIN-691). Registration in the MA Capstone will be cancelled for any students who fail to satisfactorily complete all required MA courses.
- All requirements for the degree must be completed within ten years of enrollment.

Transfer Credit

- A maximum of nine hours may be transferred from another accredited master's program, provided it falls within seven years prior to admission.
- Students who have taken equivalent courses in their undergraduate program to BIBL-500 The Bible as Christian Scripture, THEO-500 Introduction to Christian Theology, and CHST-500 Global Christian History will be allowed/encouraged to substitute an advanced Bible, theology, or church history elective.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content Exam with a 70% or higher.
- All requirements for the degree must be completed within six years of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MA Program of Study (36 Hours)

Core Courses

Practical Ministry - 3 Hours

WSEM-501	Pastor, Church, and World	3

Biblical Studies - 3 Hours

BIBL-500	The Bible as Christian Scripture	3

Church History - 3 Hours

CHST-500	Global Christian History	3

or

CHST-510	History of Christian Missions	3

Theological Studies - 3 Hours

THEO-500	Introduction to Christian Theology	3

Intercultural Competency - 3 Hours

MISS-500	Cultural Contexts of Ministry	3

or

MISS-510	Cultural Anthropology	3

Spiritual Formation - 4 Hours

SPIR-521	Self-Awareness for Personal Spiritual Formation	1

SPIR-531	Transformation for Spiritual Growth	1

SPIR-541	Spiritual Disciplines	1

SPIR-551	Planning and Spiritual Accountability	1

Capstone - 2 Hours

MIN-691	MA in Ministry Capstone	2

Elective

	Electives	15

Specialization in Biblical Studies

A specialization in Biblical Studies prepares students to interpret the Scriptures faithfully using various hermeneutical tools and methods, and to contextualize the Biblical message for contemporary application and theological formation. Students will choose (1) course each representing the (4) domains of Biblical Theology, Biblical Exegesis, the Bible in Community, and Biblical Languages, for a total of (12) hours.

In addition to the MA in Ministry learning outcomes, students with a specialization in Biblical Studies should, with graduate-level competency, be able to:

- Interpret the Scriptures faithfully using various hermeneutical tools and methods.
- Contextualize the Biblical message for contemporary application and theological formation.

Specialization in Biblical Studies

Need to take one course in each of the four categories.

Biblical Theology

Choose one.

BIBL-520	Biblical Theology	3

Biblical Exegesis

Choose one.

BIBL-510	Biblical Archaeology	3 to 5

BIBL-550	Historical Context of Jesus and the Gospels	3

BIBL-552	Historical Contexts of Scripture	3

BIBL-610	Torah Engagement: The Formation of Worship	3

BIBL-615	Mark for Ministry	3

BIBL-621	Paul: Ministry & Theology	3

BIBL-630	Exegesis of Wisdom Literature	3

BIBL-640	Prophetic Literature: Preaching the Truth	3

BIBL-660	Apocalyptic Literature	3

Bible in Community

Choose one.

BIBL-525	Bible Storytelling	3

INST-605	Intercultural Biblical Hermeneutics	3

PROC-610	Narrative Preaching	3

PROC-650	Preaching the Life of Christ	3

THEO-520	Christmas: the Mystery of the Incarnation	3

THEO-525	Theology of Prayer	3

THEO-530	Easter: The Resurrection of the Crucified	3

THEO-543	Theology of Holiness	3

THEO-545	Holiness and Christian Ethics	3

Biblical Languages

Choose one.

BIBL-501	Hebrew for Ministry	3

BIBL-511	Greek for Ministry	3

Specialization in Children, Youth, and Family Ministry

A student who takes the Children, Youth, and Family Ministry specialization will be able to analyze the basic structural and relational issues that inform the spiritual care of children, adolescent, and their families. As a result, they will be able to apply theories that inform the spiritual care of children, adolescents, and families in light of Christian history, scripture, and theology.

This specialization consists of four courses: one required course and three “CYF Studies Electives.” The required course is Family Ministry in the 21st Century (CONG-530).

In addition to the MA in Ministry learning outcomes, students with a specialization in Children, Youth, and Family Ministry should, with graduate-level competency, be able to:

- Analyze the basic structural and relational issues that inform the spiritual care of children, adolescent and their families.

- Apply theories that inform the spiritual care of children, adolescents, and families in light of Christian history, scripture, and theology.

Specialization in Children, Youth, and Family Ministry

This specialization consists of four courses: one required course and three courses from Children, Youth, and Family Ministry electives.

Required

CONG-530	Family Ministry in the 21st Century	3

Children, Youth, & Family Electives

Choose 3

BIBL-525	Bible Storytelling	3
CONG-540	Programming and Management in Family Ministry	3
CONG-550	Child and Adolescent Development	3
CONG-570	Teaching for Transformation	3
LEAD-515	Leadership and Personhood	3
LEAD-550	Intergenerational Leadership	3
PROC-525	Effective Communication With Children And Youth	3
PCNS-520	Crisis Counseling for Ministry	3
PCNS-610	Marriage and Family Counseling for Ministry	3

Specialization in Christian Theology

A specialization in Christian Theology prepares a student to interpret theological texts and to construct a responsible theological argument.

The specialization will total 12 semester hours with at least 9 hours from Systematic Theology.

In addition to the MA in Ministry learning outcomes, students with a specialization in Christian Theology should, with graduate-level competency, be able to:

- Interpret theological texts.
- Construct a responsible theological argument.

Specialization in Christian Theology

The specialization will total 12 semester hours with at least 9 hours from Systematic Theology.

Systematic Theology

Must take at least 9 hours.

THEO-520	Christmas: the Mystery of the Incarnation	3
THEO-525	Theology of Prayer	3
THEO-530	Easter: The Resurrection of the Crucified	3
THEO-543	Theology of Holiness	3
THEO-545	Holiness and Christian Ethics	3
THEO-546	Popular Culture and Christian Imagination	3
THEO-570	Faith and Politics in the Modern Middle East	3
THEO-586	The Theology of John Wesley	3

THEO-610	Lyrical Theology of Charles Wesley	3
THEO-615	Women in Leadership and the Wesleyan Tradition	3

Biblical and Historical Theology

May take up to 3 hours.

BIBL-610	Torah Engagement: The Formation of Worship	3
BIBL-621	Paul: Ministry & Theology	3
BIBL-630	Exegesis of Wisdom Literature	3
BIBL-640	Prophetic Literature: Preaching the Truth	3
BIBL-660	Apocalyptic Literature	3
CHST-521	American Christianity	3
CHST-525	Spiritual Traditions	3
CHST-536	Wesleyan Church History and Polity	3
CHST-585	History of Early Methodism	3
CHST-610	Social Justice in the Wesleyan Tradition	3
INST-605	Intercultural Biblical Hermeneutics	3
LEAD-515	Leadership and Personhood	3
PROC-650	Preaching the Life of Christ	3
WSHP-520	Space and Time in Worship	3
WSHP-540	Music and Arts in Worship	3

Specialization in Church Health and Revitalization

Graduates of this program should be able to apply a core set of skills in church health, growth, and revitalization in order to participate effectively in God's advancing mission in the world.

Specialization

Specialization in Church Health and Revitalization

CONG-555	Diagnosis and Prescription for a Healthy Church	3
MIN-563	Power, Change, and Conflict Management	3
CONG-525	Newcomer Integration	3
CONG-560	Church Revitalization Field Study	3

Specialization in Church History

A specialization in Church History will prepare a student to analyze the beliefs and practices of the history of Christianity and to evaluate contemporary beliefs and practices in dialogue with history of Christianity.

The specialization will total 12 semester hours with at least 9 hours from Historical Theology.

In addition to the MA in Ministry learning outcomes, students with a specialization in Church History should, with graduate-level competency, be able to:

- Analyze the beliefs and practices of the history of Christianity.
- Evaluate contemporary beliefs and practices in dialogue with history of Christianity.

Specialization in Church History

The specialization will total 12 semester hours with at least 9 hours from Historical Theology.

Historical Theology

Must take at least 9 hours.

CHST-510	History of Christian Missions	3
CHST-525	Spiritual Traditions	3
CHST-536	Wesleyan Church History and Polity	3
CHST-585	History of Early Methodism	3
CHST-610	Social Justice in the Wesleyan Tradition	3

Systematic and Biblical Theology

May take up to 3 hours.

THEO-586	The Theology of John Wesley	3
THEO-615	Women in Leadership and the Wesleyan Tradition	3
BIBL-550	Historical Context of Jesus and the Gospels	3
BIBL-552	Historical Contexts of Scripture	3

Specialization in Church Planting and Multiplication

Wesley Seminary's specialization in Church Planting and Multiplication is designed to equip pastors, church leaders, and current or future church planters with the training needed to start a new church, campus, or fresh expression of incarnational ministry, and/or to strengthen established churches or reinvigorate struggling churches by infusing them with a biblical vision for a healthy multiplying church.

In addition to the MA in Ministry learning outcomes, students with a specialization in Church Planting and Multiplication should, with graduate-level competency, be able to:

- Analyze cultural and contextual trends to maximize missional effectiveness
- Create strategies for developing fresh expressions of church

Specialization in Church Planting and Multiplication

This specialization consists of four courses: one required course and three courses from Church Planting and Multiplication electives.

Required Course

Must take this course.

MISS-550	Foundations of Church Planting and Multiplication	3

Church Planting and Multiplication Electives

Must take at least 9 hours.

MISS-530	Preparing Leaders to Plant Churches	6
MISS-540	Evangelism in Context	3
MISS-552	The Calling, Character, and Competency of a Church Multiplier	3
MISS-553	Initiating New Church Plants, Sites, and Fresh Expressions	3
MISS-554	Maximizing the Post-Launch Phase	3
CONG-525	Newcomer Integration	3
LEAD-558	Missional Growth and Multiplication	3

LEAD-565	Emerging Trends in Church Multiplication	3
MIN-559	Staying Power: Leading a Church Through Change	3

Specialization in Intercultural Studies

The MA in Ministry with a specialization in Intercultural Studies is a practical and context-driven program. The curriculum is specifically designed to equip those who are called to intercultural ministry whether globally or among diaspora populations in the North American context. The coursework enables Christian leaders to demonstrate cultural competency and appreciation for the other and to engage other cultures in meaningful ways. The coursework also equips students to develop and lead Christian ministries in ways appropriate for their culture and ministry context. Through the problem-based learning approach, students immediately use skills learned in class to address issues in their ministry context. Peer-learning discussions allow students to benefit from each other's varied global experiences as they learn together.

The Intercultural Studies specialization consists of 12-hours of coursework, with at least 6 hours in Intercultural Theory and at least 6 hours in Intercultural Ministry.

In addition to the MA in Ministry learning outcomes, students with a specialization in Intercultural Studies should, with graduate-level competency, be able to:

- Minister effectively in contexts of diversity exhibiting sensitivity to other religions and cultures.
- Integrate leadership and intercultural theories learned in class with experiential learning for successful contextual ministry.

Specialization in Intercultural Studies

Intercultural Theory

Must take at least 6 hours.

INST-560	Missiology	3
INST-605	Intercultural Biblical Hermeneutics	3

Intercultural Ministry

Must take at least 6 hours.

LEAD-530	Change Agent	3
INST-580	Cross-Cultural Discipleship	3
PCNS-620	Cross-Cultural Counseling for Ministry	3
MISS-540	Evangelism in Context	3

Specialization in Leadership

The Leadership specialization includes a core set of leadership, management, and communication skills in order to prepare students to participate effectively in God's advancing mission in the world. Incorporated throughout the program are the eight components of Drs. John and Vera Mae Perkins' teaching: 1) Relocation: Living Among the People; 2) Reconciliation; 3) Redistribution (Just Distribution of Resources); 4) Leadership Development; 5) Listening to Community; 6) Church-Based; 7) Wholistic; and 8) Empowerment. Students will formulate their philosophy of Christian leadership and learn to integrate critical leadership skills into ministry settings.

This specialization consists of four courses: (1) required course (LEAD-510, Introduction to 21st Century Leadership), and any (3) Leadership electives.

In addition to the MA in Ministry learning outcomes, students with a specialization in Leadership should, with graduate-level competency, be able to:

- Formulate their philosophy of Christian leadership.

- Integrate critical leadership skills into ministry settings.

Specialization in Leadership

Specialization consists of four courses: (1) required course (LEAD-510) and any (3) Leadership electives.

Required

LEAD-510	Introduction to 21st Century Leadership	3

Leadership Electives

Must take at least 9 hours.

LEAD-515	Leadership and Personhood	3
LEAD-520	Communication and Leadership	3
LEAD-530	Change Agent	3
LEAD-540	Non-Profit Management	3
LEAD-542	Modeling and Teaching Personal Finance	3
LEAD-545	Strategic Leadership and Management	3
LEAD-550	Intergenerational Leadership	3
LEAD-560	Power, Change, and Conflict Management	3
THEO-615	Women in Leadership and the Wesleyan Tradition	3

Specialization in Pastoral Care

Graduates of this program should be able to apply a core set of skills in pastoral care in order to participate effectively in God's advancing mission in the world.

In addition to the MA in Ministry learning outcomes, students with a specialization in Pastoral Care should, with graduate-level competency, be able to:

- Embody basic competencies and skills in the theory and practice of pastoral care.
- Integrate theological reflection with the ministry of pastoral care.

Specialization

Specialization in Pastoral Care

PCNS-510	Introduction to Pastoral Care	3
PCNS-520	Crisis Counseling for Ministry	3
PCNS-610	Marriage and Family Counseling for Ministry	3
PCNS-620	Cross-Cultural Counseling for Ministry	3

Specialization in Preaching

A student who takes this specialization will be able to construct sermons that are biblically and theologically faithful, as well as contextually and rhetorically fitting. In addition, they will be able to synthesize a philosophy of preaching informed by biblical theology, Christian history, and current culture.

This specialization consists of any four of the 3-credit hour electives below for a total of 12-credit hours. Only one BIBL elective may be used towards the completion of the Preaching Specialization.

In addition to the MA in Ministry learning outcomes, students with a specialization in Preaching should, with graduate-level competency, be able to:

- Construct sermons that are biblically and theologically faithful, as well as contextually and rhetorically fitting.
- Synthesize a philosophy of preaching informed by biblical theology, Christian history and/or current culture.

Specialization in Preaching

Preaching Courses

Must take at least 9 hours of the following PROC electives:

PROC-520	Transformational Communication	3
PROC-525	Effective Communication With Children And Youth	3
PROC-610	Narrative Preaching	3
PROC-615	Wesleyan Homiletics	3
PROC-620	Preaching With Empathy: A Multidisciplinary Approach to Incarnational Homiletics	3
PROC-630	Africana Preaching	3
PROC-650	Preaching the Life of Christ	3

Biblical Courses

May take up to 3 hours of the following BIBL electives:

BIBL-520	Biblical Theology	3
BIBL-525	Bible Storytelling	3
BIBL-552	Historical Contexts of Scripture	3

Specialization in Spiritual Formation

The Spiritual Formation specialization prepares students to interpret current and emerging spiritual trends and practices in light of Christian theologies of spiritual formation. Students will also formulate strategies for embodied Christian spiritual practices.

Students may fulfill the requirements of this 12-hour specialization by taking the (3) required core courses and any (1) of the list of core electives.

In addition to the MA in Ministry learning outcomes, students with a specialization in Spiritual Formation should, with graduate-level competency, be able to:

- Interpret current and emerging spiritual trends and practices in light of Christian theologies of spiritual formation.
- Formulate strategies for embodied Christian spiritual practices.

Specialization in Spiritual Formation

This specialization consists of three required courses and one from the list of electives.

Required

CHST-525	Spiritual Traditions	3
SPIR-530	Spiritual Practices	3
THEO-525	Theology of Prayer	3

Spiritual Formation Electives

Choose one.

SPIR-575	Spiritual Retreat for the Leader	3
SPIR-610	New Monasticism and Renewal Movements in The Wesleyan Tradition for the 21st Century	3
THEO-545	Holiness and Christian Ethics	3

THEO-546	Popular Culture and Christian Imagination	3
THEO-586	The Theology of John Wesley	3
THEO-610	Lyrical Theology of Charles Wesley	3
LEAD-515	Leadership and Personhood	3
MIN-520	Psalms	3
BIBL-525	Bible Storytelling	3
INST-580	Cross-Cultural Discipleship	3

Specialization in Wesley Studies

Graduates of this program will be able to critically appropriate a Wesleyan ethos in its historical and global context and embody the Wesleyan means of grace.

The specialization consists of four courses: one common course (THEO-543) and three Wesley Studies electives.

In addition to the MA in Ministry learning outcomes, students with a specialization in Wesley Studies should, with graduate-level competency, be able to:

- Critically appropriate a Wesleyan ethos in its historical and global context.
- Embody the Wesleyan means of grace.

Specialization in Wesley Studies

Theology of Holiness - 3 Hours

THEO-543	Theology of Holiness	3

Historical Theology - 3 Hours

Take one from the following:

CHST-536	Wesleyan Church History and Polity	3
CHST-585	History of Early Methodism	3
CHST-610	Social Justice in the Wesleyan Tradition	3

Systematic Theology - 3 Hours

Take one from the following:

THEO-610	Lyrical Theology of Charles Wesley	3
THEO-586	The Theology of John Wesley	3
THEO-615	Women in Leadership and the Wesleyan Tradition	3

Practical Theology - 3 Hours

Take one from the following:

PROC-615	Wesleyan Homiletics	3
SPIR-530	Spiritual Practices	3
SPIR-610	New Monasticism and Renewal Movements in The Wesleyan Tradition for the 21st Century	3

Specialization in Worship Arts

The Worship Arts specialization prepares students to integrate a holistic theology of worship with effective ministry practice, and develop a participatory worship culture for the students' ministry context.

Students must take WSHP-520 and at least one other Worship Arts specialization course, and then may take any (2) of the remaining courses to fulfill the 12-hour specialization.

In addition to the MA in Ministry learning outcomes, students with a specialization in Worship Arts should, with graduate-level competency, be able to:

- Integrate a holistic theology of worship with effective ministry practice.
- Develop a participatory worship culture for the students' ministry context.

Specialization in Worship Arts

Must take WSHP-520 and at least one other WSHP course, and then may take any two of the electives listed.

Required

WSHP-520	Space and Time in Worship	3

Worship Arts Courses

Must take at least 3 hours.

WSHP-540	Music and Arts in Worship	3
WSHP-560	Media and Technology in Worship	3
WSHP-580	Emerging Trends in Worship	3

Worship Arts Electives

May take up to 6 hours.

THEO-520	Christmas: the Mystery of the Incarnation	3
THEO-525	Theology of Prayer	3
THEO-530	Easter: The Resurrection of the Crucified	3
THEO-545	Holiness and Christian Ethics	3
THEO-546	Popular Culture and Christian Imagination	3
THEO-610	Lyrical Theology of Charles Wesley	3
CHST-525	Spiritual Traditions	3

Master of Arts - Ministry (42 Hours)

Master of Arts - Ministry - Specialization in Pastoral Ministry

Wesley Seminary offers a 42 hour Master of Arts in Ministry degree with a specialization in Pastoral Ministry that provides graduate-level training for working ministry practitioners seeking to satisfy the competencies required for ordination in The Wesleyan Church.

Wesley Seminary strives to promote the following key learning outcomes in the MA program. A student who has completed the MA degree with a major in Ministry and a specialization in Pastoral Ministry should, with graduate-level competency, be able to:

- Integrate Christian History, Scripture, and Theology in the practice of ministry.
- Contextualize the gospel for the purpose of advancing the Kingdom.
- Personalize spiritual formation for sustainable ministry.
- Deploy the basic competencies and skills essential to the work of pastoral ministry.
- Cultivate a faithful and sustainable framework for pastoral ministry.

Admission Requirements

Admission to the Ministry major begins with completing application forms and submitting them with official transcripts and two personal recommendations. The Wesley Seminary shall determine admission status from the completed forms and student file and notify the applicant in writing of the admission status granted. Regular admission to the seminary constitutes admission to candidacy for the master's degree. The basic criteria for regular admission to the MA program within the seminary are as follows:

- A baccalaureate degree from an institution accredited by a member agency of the International Council for Evangelical Theological Education (ICETE) or by an accrediting agency recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA).
- A minimum grade-point average (GPA) of at least 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including:
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- A completed Ministry Context Form.
- A three to four page autobiography and statement of ministry purpose. The statement of purpose should reflect one's sense of God's direction in relation to Christian ministry or service.
- A criminal history background check must be completed before acceptance into any Wesley Seminary degree program if a felony was disclosed by the student on the application form.

Transfer Credit

- A maximum of nine hours may be transferred from another accredited master's program, provided it falls within seven years prior to admission.
- Students who have taken equivalent courses in their undergraduate program to BIBL-500 The Bible as Christian Scripture, THEO-500 Introduction to Christian Theology, and CHST-500 Global Christian History will be allowed/encouraged to substitute and an advanced Bible, theology, or church history elective.

Program Requirements

- Students must have completed all required courses before enrolling in the MA Capstone course (MIN-691). Registration in the MA Capstone will be cancelled for any students who fail to satisfactorily complete all required MA courses.
- All requirements for the degree must be completed within ten years of enrollment.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content Exam with a 70% or higher.
- All requirements for the degree must be completed within six years of enrollment.
- Payment of all tuition and fees is required to receive a diploma.

MA Program of Study (42 Hours)

Core Courses

Pastoral Ministry - 3 Hours

WSEM-501	Pastor, Church, and World	3

Biblical Studies - 3 Hours

BIBL-500	The Bible as Christian Scripture	3

Church History - 3 Hours

CHST-500	Global Christian History	3

	or	
CHST-510	History of Christian Missions	3

Theological Studies - 3 Hours

THEO-500	Introduction to Christian Theology	3

Intercultural Competency - 3 Hours

MISS-500	Cultural Contexts of Ministry	3

	or	
MISS-510	Cultural Anthropology	3

Spiritual Formation - 4 Hours

SPIR-500	Spiritual Formation: Change & Transformation	1

SPIR-520	Spiritual Formation: Self Awareness & Appraisal	1

SPIR-540	Spiritual Formation: Goal Setting & Accountability	1

SPIR-560	Spiritual Formation: Mentoring & Spiritual Direction	1

Capstone - 2 Hours

MIN-691	MA in Ministry Capstone	2

Specialization in Pastoral Ministry**Preaching - 3 Hours**

Choose one.

PROC-520	Transformational Communication	3

PROC-525	Effective Communication With Children And Youth	3

PROC-610	Narrative Preaching	3

PROC-615	Wesleyan Homiletics	3

PROC-620	Preaching With Empathy: A Multidisciplinary Approach to Incarnational Homiletics	3

PROC-630	Africana Preaching	3

PROC-650	Preaching the Life of Christ	3

Pastoral Care - 3 Hours

Choose one.

PCNS-510	Introduction to Pastoral Care	3

PCNS-520	Crisis Counseling for Ministry	3

PCNS-610	Marriage and Family Counseling for Ministry	3

PCNS-620	Cross-Cultural Counseling for Ministry	3

Christian Education - 3 Hours

Choose one.

CONG-520	Building a Multi-Generational Ministry	3

CONG-525	Newcomer Integration	3

CONG-530	Family Ministry in the 21st Century	3

CONG-540	Programming and Management in Family Ministry	3

CONG-550	Child and Adolescent Development	3

CONG-555	Diagnosis and Prescription for a	3

	Healthy Church	
CONG-560	Church Revitalization Field Study	3
CONG-570	Teaching for Transformation	3

Leadership - 3 Hours

Choose one.

LEAD-510	Introduction to 21st Century Leadership	3
LEAD-515	Leadership and Personhood	3
LEAD-520	Communication and Leadership	3
LEAD-530	Change Agent	3
LEAD-540	Non-Profit Management	3
LEAD-542	Modeling and Teaching Personal Finance	3
LEAD-545	Strategic Leadership and Management	3
LEAD-550	Intergenerational Leadership	3
LEAD-558	Missional Growth and Multiplication	3
LEAD-560	Power, Change, and Conflict Management	3
LEAD-565	Emerging Trends in Church Multiplication	3

Integrated Ministry Topics - 3 Hours

Choose one.

WSHP-520	Space and Time in Worship	3
WSHP-560	Media and Technology in Worship	3
THEO-520	Christmas: the Mystery of the Incarnation	3
THEO-530	Easter: The Resurrection of the Crucified	3
THEO-525	Theology of Prayer	3
THEO-545	Holiness and Christian Ethics	3
THEO-546	Popular Culture and Christian Imagination	3
BIBL-610	Torah Engagement: The Formation of Worship	3

Wesleyan Church - 6 Hours

Required for ordination.

CHST-536	Wesleyan Church History and Polity	3
THEO-543	Theology of Holiness	3

Master of Theological Studies**Master of Theological Studies (48 hours)****Core Requirements (30 Hours)****Theology (9 Hours)**

THEO-500	Introduction to Christian Theology	3
CHST-500	Global Christian History	3

*Select 1 Course in Theology - 3 Hours

Bible (9 Hours)

BIBL-500	The Bible as Christian Scripture	3

*Select 1 Course in Old Testament - 3 Hours

*Select 1 Course in New Testament - 3 Hours

Practical Theology (6 Hours)

WSEM-501	Pastor, Church, and World	3
MISS-500	Cultural Contexts of Ministry	3

Spiritual Formation (6 Hours)

SPIR-521	Self-Awareness for Personal Spiritual Formation	1
SPIR-531	Transformation for Spiritual Growth	1
SPIR-541	Spiritual Disciplines	1
SPIR-551	Planning and Spiritual Accountability	1
SPIR-611	Becoming Spiritually Whole	1
SPIR-621	Mentoring for Spiritual Growth	1

Research Focus (18 Hours)

Language in Research Focus (6 Hours)

Select 2 Electives from the same Theological Languages:

BIBL-501	Hebrew for Ministry	3
BIBL-502	Hebrew for Ministry II	3
BIBL-511	Greek for Ministry	3
BIBL-512	Greek for Ministry II	3

Electives in Research Focus (6 Hours)

Select 2 Courses in the Area of Research Focus (Not Taken as Part of Core Requirements):

Research Focus in a Theological Area (6 Hours)

RSCH-610	Theological Research and Methodology	3
RSCH-620	Master of Theological Studies Thesis	3

Student may substitute the requirement of THEO 500, CHST 500, or BIBL 500 with another course carrying the same prefix if they had an equivalent course in their undergraduate program or by transfer from another recognized institution.

Master of Practical Theology

The Master of Practical Theology (MPTh) is a 36 hour (2 year) master's degree that can be taken subsequent to a student's completion of at least 30 graduate level credit hours (such as a completed MA). This MPTh would create "Master of Divinity (MDiv) equivalence" for students who have completed another master's degree or part of another master's degree. Upon completion of the MPTh, a student would be eligible to apply to a Doctor of Ministry program.

Students completing the MPTh should be able to:

- Demonstrate a solid biblical, theological, historical, and contextual foundation for ministry.
- Integrate the Bible, Christian theology, and church history with selected areas of the practice of ministry.
- Effectively apply a theoretical knowledge to the practice of ministry in selected areas of the practice of ministry.

Master of Practical Theology

Admission Requirements

- A master's degree from an institution accredited by a regional accrediting body, the Association for Biblical Higher Education, or international theological accrediting associations affiliated with the International Council for Evangelical Theological Education.
- A minimum cumulative undergraduate grade-point average (GPA) of at least 2.5 from the baccalaureate degree granting institution.
- An official transcript from the degree granting institution.
- Two references, including
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- A three to four page autobiography and statement of ministry purpose. The statement of purpose should reflect one's sense of God's direction in relation to Christian ministry or service.
- Applicants must currently be involved in an appropriate ministry or be willing to be placed in such a ministry throughout the program (see application for details).
- A signed Ministry Context form .

Program Requirements

- Students are required annually in August to submit an updated signed Ministry Context Form in order to continue in the MPTH degree program.
- Students must have completed all required courses before enrolling in the Integration Capstone course MIN-695.
- Registration in the Capstone MIN-695 will be cancelled for any students who fail to satisfactorily complete all required courses. All requirements for the degree must be completed within ten years of enrollment.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- The MPTH degree must be completed in no less than two years and within six years.
- Payment of all tuition and fees is required to receive a diploma. (p. 718)

MPTH Program of Study

Core Courses

MDIV-500	Pastor, Church & World	3
MISS-500	Cultural Contexts of Ministry	3
BIBL-500	The Bible as Christian Scripture	3
THEO-500	Introduction to Christian Theology	3
CHST-500	Global Christian History	3
MIN-695	Integration Capstone	3

Praxis Courses

Take three of the following praxis courses:

MISS-600	The Missional Church	6
LEAD-600	Congregational Leadership	6
WSHP-600	Christian Worship	6
PROC-600	Christian Proclamation	6
CONG-600	Congregational Spiritual Formation	6
PCRE-600	Congregational Relationships	6

Master of Divinity

The MDiv is a 75-hour program that provides high quality, accessible, and economical ministerial training for pastors and leaders involved in local church ministry. To enroll in the degree, a person must have earned a bachelor's degree, be officially engaged in ministry with a local church, and have an appropriate ministry context including access to a local body of Christian believers with whom they can successfully complete the required "in-ministry" assignments of the program. Students take required courses (60 hours) in a carefully sequenced format, but also have 15 hours of elective work (which may, if the student chooses, be devoted to the fulfillment of a specialization in one of several areas).

Wesley Seminary strives to promote the following key learning outcomes in the MDiv program. A student who has completed the Master of Divinity should, with graduate-level competency, be able to:

- Integrate Christian History, Scripture, and Theology in the practice of ministry.
- Contextualize the gospel for the purpose of advancing the Kingdom.
- Personalize spiritual formation for sustainable ministry.
- Lead the church in the practice of ministry.
- Equip others for the work of ministry.

Master of Divinity

Admission to the Master of Divinity begins with completing application forms and submitting them with official transcripts and two personal recommendations. Wesley Seminary shall determine admission status from the completed forms and student file and notify the applicant in writing of the admission status granted. Admission to the seminary allows a student to enroll in coursework. A student must successfully complete all graduation requirements to earn the master's degree. The basic criteria for regular admission to the MDIV program within the seminary are as follows:

Admission Requirements

- A baccalaureate degree from an institution accredited by a member agency of the International Council for Evangelical Theological Education (ICETE) or by an accrediting agency recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA).
- A minimum cumulative grade-point average (GPA) of 2.5 from the degree granting institution.
- An official transcript from the degree granting institution.
- Two recommendations including
 - One from a pastor or denominational supervisor.
 - A general recommendation.
- A completed Ministry Context Form.
- A three to four page autobiography and statement of ministry purpose. The statement of purpose should reflect one's sense of God's direction in relation to Christian ministry or service.
- A criminal history background check must be completed before acceptance into any Wesley Seminary degree program if a felony was disclosed by the student on the application form.

Transfer Credit

- A maximum of 27 hours may be transferred from another accredited master's program, provided it falls within seven years prior to admission.
- Students who have taken equivalent courses in their undergraduate program to BIBL-500 The Bible as Christian Scripture, THEO-500 Introduction to Christian Theology, and CHST-500 Global Christian History may petition to substitute an advanced Bible, theology, or church history elective.

Stackable Credentials

- Students with a completed Master of Arts degree from an institution accredited by a member agency of the International Council for Evangelical Theological Education (ICETE) or by an accrediting agency recognized by both the U.S. Department of Education and the Council for Higher Education Accreditation (CHEA) may be admitted into the Master of Divinity program with advanced standing

Program Requirements

- Courses taken at IWU more than seven years prior to admission or readmission to the Seminary cannot be used to fulfill the requirements for this degree.
- Students must have completed all required courses before enrolling in the Capstone Course MIN-695. Registration in the Capstone MIN-695 will be cancelled for any students who fail to satisfactorily complete all required courses. All requirements for the degree must be completed within ten years of enrollment.

Graduation Requirements

- Completion of core requirements.
- Minimum grade of "C" in each core and elective course.
- Cumulative grade point average of 2.5.
- Successful completion of the Bible Content exam with a 70% or higher.
- All requirements for the degree must be completed within ten years.
- Payment of all tuition and fees is required to receive a diploma.

M.Div. Program of Study (75 credits)

First Year Experience (15 credits)

WSEM-501	Pastor, Church, and World	3
BIBL-500	The Bible as Christian Scripture	3
CHST-500	Global Christian History	3
	or	
CHST-510	History of Christian Missions	3
THEO-500	Introduction to Christian Theology	3
MISS-500	Cultural Contexts of Ministry	3
	or	
MISS-510	Cultural Anthropology	3

MDiv Core (39 credits)

BIBL-620	Missional Hermeneutics	3
MISS-620	Missional Church	3
CHST-621	The Story of Christian Worship	3
WSHP-621	Christian Worship	3
THEO-630	Soteriology for Christian Formation	3
CONG-630	Christian Formation in Communities and Congregations	3
BIBL-631	Exegesis Christian Proclamation	3
PROC-631	Christian Proclamation	3
THEO-640	Pastoral Theology	3
PCRE-640	Pastoral Care & Relationships	3
CHST-641	Historical Perspectives on Christian Leadership	3
LEAD-641	Christian Leadership	3
MIN-695	Integration Capstone	3

Spiritual Formation

SPIR-521	Self-Awareness for Personal Spiritual Formation	1
SPIR-531	Transformation for Spiritual Growth	1

SPIR-541	Spiritual Disciplines	1
SPIR-551	Planning and Spiritual Accountability	1
SPIR-611	Becoming Spiritually Whole	1
SPIR-621	Mentoring for Spiritual Growth	1

Electives

Electives	15
May choose a specialization	

Specialization in Biblical Studies

A specialization in Biblical Studies prepares students to interpret the Scriptures faithfully using various hermeneutical tools and methods, and to contextualize the Biblical message for contemporary application and theological formation. Students will choose (1) course each representing the (4) domains of Biblical Theology, Biblical Exegesis, the Bible in Community, and Biblical Languages, for a total of (12) hours.

In addition to the Master of Divinity learning outcomes, students with a specialization in Biblical Studies should, with graduate-level competency, be able to:

- Interpret the Scriptures faithfully using various hermeneutical tools and methods
- Contextualize the Biblical message for contemporary application and theological formation (p. 718)

Specializations

Specialization in Biblical Studies (15 credits)

Need to take one course in each of the four categories.

Biblical Theology

Choose one.

BIBL-520	Biblical Theology	3

Biblical Exegesis

Choose one.

BIBL-510	Biblical Archaeology	3 to 5
BIBL-550	Historical Context of Jesus and the Gospels	3
BIBL-552	Historical Contexts of Scripture	3
BIBL-610	Torah Engagement: The Formation of Worship	3
BIBL-621	Paul: Ministry & Theology	3
BIBL-630	Exegesis of Wisdom Literature	3
BIBL-640	Prophetic Literature: Preaching the Truth	3
BIBL-660	Apocalyptic Literature	3

Bible in Community

Choose one.

BIBL-525	Bible Storytelling	3
INST-605	Intercultural Biblical Hermeneutics	3
PROC-650	Preaching the Life of Christ	3
PROC-610	Narrative Preaching	3
THEO-520	Christmas: the Mystery of the Incarnation	3
THEO-525	Theology of Prayer	3
THEO-530	Easter: The Resurrection of the Crucified	3
THEO-543	Theology of Holiness	3

THEO-545	Holiness and Christian Ethics	3

Biblical Languages

Choose one.

BIBL-501	Hebrew for Ministry	3

BIBL-511	Greek for Ministry	3

Electives

	Elective	3

Specialization in Children, Youth, and Family Ministry

A student who takes the Children, Youth, and Family Ministry specialization will be able to analyze the basic structural and relational issues that inform the spiritual care of children, adolescent, and their families. As a result, they will be able to apply theories that inform the spiritual care of children, adolescents, and families in light of Christian history, scripture, and theology. This specialization consists of four courses: one required course and three “CYF Studies Electives.” The required course is Family Ministry in the 21st Century (CONG-530).

In addition to the Master of Divinity learning outcomes, students with a specialization in Children, Youth, and Family Ministry should, with graduate-level competency, be able to:

- Analyze the basic structural and relational issues that inform the spiritual care of children, adolescent and their families.
- Apply theories that inform the spiritual care of children, adolescents, and families in light of Christian history, scripture, and theology.
(p. 718)

Specializations

Specialization in Children, Youth, and Family Ministry (15 credits)

This specialization consists of four courses: one required course and three courses from Children, Youth, and Family Ministry electives.

Required

CONG-530	Family Ministry in the 21st Century	3

Children, Youth, & Family

Choose 3 courses

BIBL-525	Bible Storytelling	3

CONG-540	Programming and Management in	3

Family Ministry

CONG-550	Child and Adolescent Development	3

CONG-570	Teaching for Transformation	3

LEAD-515	Leadership and Personhood	3

LEAD-550	Intergenerational Leadership	3

PROC-525	Effective Communication With	3

Children And Youth

PCNS-520	Crisis Counseling for Ministry	3

PCNS-610	Marriage and Family Counseling for	3

Ministry

Electives

	Elective	3

Specialization in Christian Theology

A specialization in Christian Theology prepares a student to interpret theological texts and to construct a responsible theological argument.

The specialization will total 12 semester hours with at least 9 hours from Systematic Theology.

In addition to the Master of Divinity learning outcomes, students with a specialization in Christian Theology should, with graduate-level competency, be able to:

- Interpret theological texts.
- Construct a responsible theological argument. (p. 718)

Specializations

Specialization in Christian Theology (15 credits)

The specialization will total 12 semester hours with at least 9 hours from Systematic Theology.

Systematic Theology

Must take at least 9 hours.

THEO-520	Christmas: the Mystery of the Incarnation	3
THEO-525	Theology of Prayer	3
THEO-530	Easter: The Resurrection of the Crucified	3
THEO-543	Theology of Holiness	3
THEO-545	Holiness and Christian Ethics	3
THEO-546	Popular Culture and Christian Imagination	3
THEO-570	Faith and Politics in the Modern Middle East	3
THEO-586	The Theology of John Wesley	3
THEO-610	Lyrical Theology of Charles Wesley	3
THEO-615	Women in Leadership and the Wesleyan Tradition	3

Biblical and Historical Theology

May take up to 3 hours.

BIBL-610	Torah Engagement: The Formation of Worship	3
BIBL-621	Paul: Ministry & Theology	3
BIBL-630	Exegesis of Wisdom Literature	3
BIBL-640	Prophetic Literature: Preaching the Truth	3
BIBL-660	Apocalyptic Literature	3
CHST-521	American Christianity	3
CHST-525	Spiritual Traditions	3
CHST-536	Wesleyan Church History and Polity	3
CHST-585	History of Early Methodism	3
CHST-610	Social Justice in the Wesleyan Tradition	3
INST-605	Intercultural Biblical Hermeneutics	3
LEAD-515	Leadership and Personhood	3
PROC-650	Preaching the Life of Christ	3
WSHP-520	Space and Time in Worship	3
WSHP-540	Music and Arts in Worship	3

Electives

Elective	3

Specialization in Church Health and Revitalization

Graduates of this program should be able to apply a core set of skills in church health, growth, and revitalization in order to participate effectively in God's advancing mission in the world.

(p. 718)

Specializations

Specialization in Church Health and Revitalization (15 credits)

CONG-555	Diagnosis and Prescription for a Healthy Church	3
MIN-563	Power, Change, and Conflict Management	3
CONG-525	Newcomer Integration	3
CONG-560	Church Revitalization Field Study	3

Electives

Elective	3

Specialization in Church History

A specialization in Church History will prepare a student to analyze the beliefs and practices of the history of Christianity and to evaluate contemporary beliefs and practices in dialogue with history of Christianity.

The specialization will total 12 semester hours with at least 9 hours from Historical Theology.

In addition to the Master of Divinity learning outcomes, students with a specialization in Church History should, with graduate-level competency, be able to:

- Analyze the beliefs and practices of the history of Christianity.
- Evaluate contemporary beliefs and practices in dialogue with history of Christianity. (p. 718)

Specializations

Specialization in Church History (15 credits)

The specialization will total 12 semester hours with at least 9 hours from Historical Theology.

Historical Theology

Must take at least 9 hours.

CHST-585	History of Early Methodism	3
CHST-536	Wesleyan Church History and Polity	3
CHST-610	Social Justice in the Wesleyan Tradition	3
CHST-525	Spiritual Traditions	3
CHST-510	History of Christian Missions	3

Systematic and Biblical Theology

May take up to 3 hours.

THEO-586	The Theology of John Wesley	3
THEO-615	Women in Leadership and the Wesleyan Tradition	3
BIBL-550	Historical Context of Jesus and the Gospels	3
BIBL-552	Historical Contexts of Scripture	3

Electives

Elective	3

Specialization in Church Planting and Multiplication

Wesley Seminary’s specialization in Church Planting and Multiplication is designed to equip pastors, church leaders, and current or future church planters with the training needed to start a new church, campus, or fresh expression of incarnational ministry, and/or to strengthen established churches or reinvigorate struggling churches by infusing them with a biblical vision for a healthy multiplying church.

In addition to the Master of Divinity learning outcomes, students with a specialization in Church Planting and Multiplication should, with graduate-level competency, be able to:

- Analyze cultural and contextual trends to maximize missional effectiveness.
- Create strategies for developing fresh expressions of church.

(p. 718)

Specializations

Specialization in Church Planting and Multiplication (15 credits)

This specialization consists of four courses: one required course and three courses from Church Planting and Multiplication electives.

Required Course

Must take this course.

MISS-550	Foundations of Church Planting and Multiplication	3

Church Planting and Multiplication Electives

Must take at least 9 hours.

MISS-530	Preparing Leaders to Plant Churches	6
MISS-540	Evangelism in Context	3
MISS-552	The Calling, Character, and Competency of a Church Multiplier	3
MISS-553	Initiating New Church Plants, Sites, and Fresh Expressions	3
MISS-554	Maximizing the Post-Launch Phase	3
CONG-525	Newcomer Integration	3
LEAD-558	Missional Growth and Multiplication	3
LEAD-565	Emerging Trends in Church Multiplication	3
MIN-559	Staying Power: Leading a Church Through Change	3

Electives

Elective	3

Specialization in Intercultural Studies

The MDiv with a specialization in Intercultural Studies is a practical and context-driven program. The curriculum is specifically designed to equip those who are called to intercultural ministry whether globally or among diaspora populations in the North American context. The coursework enables Christian leaders to demonstrate cultural competency and appreciation for the other and to engage other cultures in meaningful ways. The coursework also equips students to develop and lead Christian ministries in ways appropriate for their culture and ministry context. Through the problem-based learning approach, students immediately use skills learned in class to address issues in their ministry context. Peer-learning discussions allow students to benefit from each other’s varied global experiences as they learn together.

The Intercultural Studies specialization consists of 12-hours of coursework, with at least 6 hours in Intercultural Theory and at least 6 hours in Intercultural Ministry.

In addition to the Master of Divinity learning outcomes, students with a specialization in Intercultural Studies should, with graduate-level competency, be able to:

- Minister effectively in contexts of diversity exhibiting sensitivity to other religions and cultures.
- Integrate leadership and intercultural theories learned in class with experiential learning for successful contextual ministry. (p. 718)

Specializations

Specialization in Intercultural Studies (15 credits)

Intercultural Theory

Must take at least 6 hours.

INST-560	Missiology	3
INST-605	Intercultural Biblical Hermeneutics	3

Intercultural Ministry

Must take at least 6 hours.

LEAD-530	Change Agent	3
INST-580	Cross-Cultural Discipleship	3
PCNS-620	Cross-Cultural Counseling for Ministry	3
MISS-540	Evangelism in Context	3

Electives

Elective	3

Specialization in Leadership

The Leadership specialization includes a core set of leadership, management, and communication skills in order to prepare students to participate effectively in God's advancing mission in the world. Incorporated throughout the program are the eight components of Drs. John and Vera Mae Perkins' teaching: 1) Relocation: Living Among the People; 2) Reconciliation; 3) Redistribution (Just Distribution of Resources); 4) Leadership Development; 5) Listening to Community; 6) Church-Based; 7) Wholistic; and 8) Empowerment. Students will formulate their philosophy of Christian leadership and learn to integrate critical leadership skills into ministry settings.

This specialization consists of four courses: (1) required course (LEAD-510, Introduction to 21st Century Leadership), and any (3) Leadership electives.

In addition to the Master of Divinity learning outcomes, students with a specialization in Leadership should, with graduate-level competency, be able to:

- Formulate their philosophy of Christian leadership.
- Integrate critical leadership skills into ministry settings.

(p. 718)

Specializations

Specialization in Leadership (15 credits)

Specialization consists of four courses: (1) required course (LEAD-510) and any (3) Leadership electives.

Required

LEAD-510	Introduction to 21st Century Leadership	3

Leadership Electives

Must take at least 9 hours.

LEAD-515	Leadership and Personhood	3
LEAD-520	Communication and Leadership	3
LEAD-530	Change Agent	3
LEAD-540	Non-Profit Management	3
LEAD-542	Modeling and Teaching Personal Finance	3
LEAD-545	Strategic Leadership and Management	3
LEAD-550	Intergenerational Leadership	3
LEAD-560	Power, Change, and Conflict Management	3
THEO-615	Women in Leadership and the Wesleyan Tradition	3

Electives

Elective	3

Specialization in Pastoral Care

Graduates of this program should be able to apply a core set of skills in pastoral care in order to participate effectively in God's advancing mission in the world.

In addition to the Master of Divinity learning outcomes, students with a specialization in Pastoral Care should, with graduate-level competency, be able to:

- Embody basic competencies and skills in the theory and practice of pastoral care.
- Integrate theological reflection with the ministry of pastoral care. (p. 718)

Specializations

Specialization in Pastoral Care (15 credits)

PCNS-510	Introduction to Pastoral Care	3
PCNS-520	Crisis Counseling for Ministry	3
PCNS-610	Marriage and Family Counseling for Ministry	3
PCNS-620	Cross-Cultural Counseling for Ministry	3

Electives

Elective	3

Specialization in Preaching

A student who takes this specialization will be able to construct sermons that are biblically and theologically faithful, as well as contextually and rhetorically fitting. In addition, they will be able to synthesize a philosophy of preaching informed by biblical theology, Christian history, and current culture.

This specialization consists of any four of the three 3-credit hour electives below for a total of twelve 12-credit hours. Only one BIBL elective may be used towards the completion of the Preaching Specialization.

In addition to the Master of Divinity learning outcomes, students with a specialization in Preaching should, with graduate-level competency, be able to:

- Construct sermons that are biblically and theologically faithful, as well as contextually and rhetorically fitting.

- Synthesize a philosophy of preaching informed by biblical theology, Christian history and/or current culture.

(p. 718)

Specializations

Specialization in Preaching (15 credits)

Preaching Courses

Must take at least 9 hours of the following PROC electives:

PROC-520	Transformational Communication	3
PROC-525	Effective Communication With Children And Youth	3
PROC-610	Narrative Preaching	3
PROC-615	Wesleyan Homiletics	3
PROC-620	Preaching With Empathy: A Multidisciplinary Approach to Incarnational Homiletics	3
PROC-630	Africana Preaching	3
PROC-650	Preaching the Life of Christ	3

Biblical Courses

May take up to 3 hours of the following BIBL electives:

BIBL-520	Biblical Theology	3
BIBL-525	Bible Storytelling	3
BIBL-552	Historical Contexts of Scripture	3

Electives

Elective	3

Specialization in Spiritual Formation

The Spiritual Formation specialization prepares students to interpret current and emerging spiritual trends and practices in light of Christian theologies of spiritual formation. Students will also formulate strategies for embodied Christian spiritual practices.

Students may fulfill the requirements of this 12-hour specialization by taking the (3) required core courses and any (1) of the list of core electives.

In addition to the Master of Divinity learning outcomes, students with a specialization in Spiritual Formation should, with graduate-level competency, be able to:

- Interpret current and emerging spiritual trends and practices in light of Christian theologies of spiritual formation.
- Formulate strategies for embodied Christian spiritual practices. (p. 718)

Specializations

Specialization in Spiritual Formation (15 credits)

Required

CHST-525	Spiritual Traditions	3
SPIR-530	Spiritual Practices	3
THEO-525	Theology of Prayer	3

Spiritual Formation Electives

Choose one.

SPIR-575	Spiritual Retreat for the Leader	3
SPIR-610	New Monasticism and Renewal Movements in The Wesleyan	3

	Tradition for the 21st Century	
THEO-545	Holiness and Christian Ethics	3
THEO-546	Popular Culture and Christian Imagination	3
THEO-586	The Theology of John Wesley	3
THEO-610	Lyrical Theology of Charles Wesley	3
LEAD-515	Leadership and Personhood	3
MIN-520	Psalms	3
BIBL-525	Bible Storytelling	3
INST-580	Cross-Cultural Discipleship	3
Electives		
	Elective	3

Specialization in Wesley Studies

Graduates of this program will be able to critically appropriate a Wesleyan ethos in its historical and global context and embody the Wesleyan means of grace.

The specialization consists of four courses: one common course (THEO-543) and three Wesley Studies electives.

In addition to the Master of Divinity learning outcomes, students with a specialization in Wesley Studies should, with graduate-level competency, be able to:

- Critically appropriate a Wesleyan ethos in its historical and global context.
- Embody the Wesleyan means of grace. (p. 718)

Specializations

Specialization in Wesley Studies (15 credits)

Theology of Holiness - 3 Hours

THEO-543	Theology of Holiness	3

Historical Theology - 3 Hours

Take one from the following:

CHST-536	Wesleyan Church History and Polity	3
CHST-585	History of Early Methodism	3
CHST-610	Social Justice in the Wesleyan Tradition	3

Systematic Theology - 3 Hours

Take one from the following:

THEO-610	Lyrical Theology of Charles Wesley	3
THEO-586	The Theology of John Wesley	3
THEO-615	Women in Leadership and the Wesleyan Tradition	3

Practical Theology - 3 Hours

Take one from the following:

PROC-615	Wesleyan Homiletics	3
SPIR-530	Spiritual Practices	3
SPIR-610	New Monasticism and Renewal Movements in The Wesleyan Tradition for the 21st Century	3

Electives

	Elective	3

Specialization in Worship Arts

The Worship Arts specialization prepares students to integrate a holistic theology of worship with effective ministry practice, and develop a participatory worship culture for the students' ministry context.

Students must take WSHP-520 and at least one other Worship Arts specialization course, and then may take any (2) of the remaining courses to fulfill the 12-hour specialization.

In addition to the Master of Divinity learning outcomes, students with a specialization in Worship Arts should, with graduate-level competency, be able to:

- Integrate a holistic theology of worship with effective ministry practice.
- Develop a participatory worship culture for the students' ministry context.

(p. 718)

Specializations

Specialization in Worship Arts (15 credits)

Must take WSHP-520 and at least one other WSHP course, and then may take any two of the electives listed.

Required

WSHP-520	Space and Time in Worship	3

Worship Arts Courses

Must take at least 3 hours.

WSHP-540	Music and Arts in Worship	3
WSHP-560	Media and Technology in Worship	3
WSHP-580	Emerging Trends in Worship	3

Worship Arts Electives

May take up to 6 hours.

THEO-520	Christmas: the Mystery of the Incarnation	3
THEO-525	Theology of Prayer	3
THEO-530	Easter: The Resurrection of the Crucified	3
THEO-545	Holiness and Christian Ethics	3
THEO-546	Popular Culture and Christian Imagination	3
THEO-610	Lyrical Theology of Charles Wesley	3
CHST-525	Spiritual Traditions	3

Electives

Elective	3

Doctor of Ministry

Doctor of Ministry

The Doctor of Ministry (DMin) degree is a 32 semester credit hour degree that provides advanced knowledge and research skills in relation to an area of ministry practice. The program is structured around three years of practical and theological courses (one per semester) and one research course per year that prepares a student for work on an individual Research Project. By the end of the third year, the student will be assigned a Project Advisor, who will work with the student in the fourth and any subsequent year through the proposal, implementation, and completion phases of the Project.

A student who has successfully completed the degree should be able to:

- Demonstrate doctoral-level competency in the knowledge and skills related to an area of ministry practice, including the implementation of that practice in varying cultural contexts.
- Conduct self-directed research on an area of ministry practice, culminating in a doctoral-level project that presents a research-based solution to a ministry problem and makes a contribution to scholarship and research in that area.
- Apply biblical, theological, and historical insights to the practice of ministry with advanced understanding.
- Demonstrate spiritual, personal, and professional growth in conjunction with growth in the knowledge and skills related to an area of ministry practice.

Admission Requirements

- An accredited Master of Divinity degree with at least a 3.0 GPA. In exceptional cases, students without an accredited Master of Divinity will be evaluated for admission based on the DMin admission requirements as defined by the Association of Theological Schools in Standard 5.5 and the DMIN Application Evaluation Worksheet.
- Students may be conditionally admitted to the DMin, with the understanding that they must satisfactorily address academic gaps as defined by the DMIN Application Evaluation Worksheet the before beginning their doctoral coursework.
- At least three years of ministry experience after completing a ministry-related master's degree.
-

For students whose first language is not English and have not earned a Bachelor degree taught in English in the US, UK, Australia, New Zealand, or Canada, the TOEFL is required. Students must receive at least a score of 95. A score of 7.0 on the IELTS for regular academic admission.

•

Official transcript from degree granting institution(s).

- Three letters of reference (one pastoral, one academic, one from a lay person who has been under their ministry).
- Spiritual Journey and Calling Essay.
- An artifact showing academic research abilities.
- A criminal history background check must be completed before acceptance into any Wesley Seminary degree program if a felony was disclosed by the student on the application form.

Project Phase

- **Project** - Students will be assigned a Project Advisor near the end of the initial three years. An first reader will also be chosen. Students will continue to register for MIN-802 Project Continuation (one credit hour) until project completion. . The Project Committee will consist of three members: the project advisor, a first reader, and a second reader. The project advisor and the first reader must be approved by the VPAA. The second reader will be appointed by the DMin director from the seminary's full-time faculty before the defense of the Project proposal.
- Graduation Requirements
- Successful completion of 32 hours of coursework with at least 3.00 GPA
- A minimum grade "B-" in each course.
- Successful oral defense of a submitted project.
- All requirements for the degree must be completed within seven years of enrollment in the DMin.
-

Payment of all tuition and fees is required to receive a diploma.

Program of Study

Foundations Courses

BIBL-710	Advanced Exegesis for Ministry Practice	3

CHST-710	Advanced Studies in Christian History for Ministry Practice	3
THEO-710	Advanced Studies in Theology For Ministry Practice	3

Spiritual Formation Courses

SPIR-700	The Spiritual Life of the Person	1
SPIR-720	Scripture in the Spiritual Life	1
SPIR-740	The Spiritual Life in Community	1
SPIR-760	Tradition in the Spiritual Life	1
SPIR-770	The Spiritual Life in Society	1
SPIR-790	The Kingdom and the Spiritual Life	1

Research Courses

RSCH-701	Orientation to Ministry Research	2
RSCH-702	Frameworks of Ministry Research	2
RSCH-703	Methodologies for Ministry Research	2
MIN-800	Ministry Project 1	1
MIN-801	Ministry Project 2	1

Practice Courses

Electives from Doctoral Ministry Practice Courses	9

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 Tommie Barnes, M.Ed., *Associate Professor of Education*, Coordinator, Cross Cultural Student Teaching, 1988-2015
 David Bartley, Ph.D., *Professor of History & Political Science*, 1992-2022
 Clarence (Bud) Bence, Ph.D., *Professor of Religion*, 1982-1987; 1993-2011
 Jack Brady, Ph.D., *Associate Professor of Criminal Justice*, School of Physical & Applied Sciences, 2000-2021
 Dennis Brinkman, Ph.D., *Associate Dean, Professor of Chemistry*, School of Physical & Applied Sciences, 2000-2014
 Mark Brooker, Ph.D., *Scholar in Residence*, DeVoe School of Business, 2008-2022
 Mary Brown, Ph.D., *Professor of English*, School of Arts & Humanities; 1985-2015
 H. Michael Buck, Ph.D., *Dodd-Elder Endowed Professor in English & Literature*, 1992-2021
 Ella Bush, Ph.D., *Associate Professor*, School of Educational Leadership, 1999-2013
 Larry Chamberlain, D.S.L., *Professor*, DeVoe School of Business, 2005-2018
 Constance Cherry, D.Min., *Professor of Christian Worship & Pastoral Ministry*, School of Theology and Ministry, 2004-2020
 Donald Chilgreen, Ph.D., *Professor of Biology*, 1967-2001
 Wenda Clement, M.A.T., *Associate Professor of Education*, 1979-2003
 Paul D. Collord, Ph.D., *Vice President for Academic Affairs*, 1989-1998
 Judy Crossman, Ph.D., *Professor of Pastoral Council*, School of Theology and Ministry, 2000-2020
 Rod Crossman, M.F.A., *Professor of Art*, School of Arts & Humanities, 1981-2020
 Rob Curfman, M.F.A., *Professor of Art*, School of Arts & Humanities, 1984-2014
 Debra Drake, Ph.D., *Professor of Masters Nursing*, School of Nursing, 1997-2022
 Keith Drury, Ph.D., *Associate Professor of Religion*, 1988-2012
 Sharon Drury, Ph.D., *Professor of Leadership*, Doctor of Organizational Leadership, 1990-2013
 David Duecker, Ph.D., *Associate Professor of Chemistry*, 2003-2019
 Jim Elsberry, Ph.D., *Professor of Education*, School of Teacher Education, 1996-2020
 Susan Fisher, Ed.D., *Professor of Education*, School of Teacher Education; 1990-2014
 Joe Flowers, Ph.D., *Professor of Business*, DeVoe School of Business, 1997-2022
 Susan Frase, Ph.D., *Professor of Education*, 1995-2007
 BJ Fratzke, Ed.D., *Professor of Psychology*, School of Social and Behavioral Sciences and Business, 1985-2020
 Mike Fratzke, Ed.D., *Professor of Physical Education*, 1984-2018
 Jim Freemyer, Ed.D., *Professor of Organizational Leadership*, School of Service & Leadership, 1999-2022
 Jim Fuller, Ph.D., *Professor of Graduate Counseling*, School of Professional Studies, 1996-2021
 Mike Goff, Ph.D., *Professor of Biology*, 1977-2009
 Harry Hall, Ed.D., *Associate Professor of Graduate Education*, 2003-2016
 Pamela Harrison, Ed.D., *Professor of Nursing*, School of Nursing, 1989-2017
 Roberta Henson, Ph.D., *Professor of English*; School of Arts & Humanities, 1991-2022
 Karen Hoffman, DPN, *Professor of Nursing*, School of Nursing, 1993-2021
 George Howell, DBA, *Professor of Marketing*, DeVoe School of Business, 2004-2021
 Barbara Ihrke, Ph.D., *Vice President Academic Affairs*, School of Nursing, 1994-2022
 Boyd Johnson, Ph.D., *Professor*, DeVoe School of Business, Technology, and Leadership, 1998-2023
 Carolyn Kindley, D.A., *Professor of Music*, 1967-2005
 Jim Kraai, Ed.D., *Associate Professor*, DeVoe School of Business, 2003-2018
 Al Long, Ph.D., *Associate Professor*, School of Educational Leadership, 1993-2013
 Vern Ludden, Ph.E., *Professor of Organizational Leadership*, 2002-2017
 John Maher, *Professor of Music*, School of Arts & Humanities, 1979-2014
 Ronald Mazellan, M.F.A., *Professor of Art*, School of Arts & Humanities, 1993-2020
 Bill Millard, Ed.D., *Professor of Leadership Studies*, 1999-2016
 Nancy Murray, Ed.D., *Professor of Masters Nursing*, School of Nursing, 2008-2022
 Terry Neal, EdD, *Professor of Nursing*, School of Nursing, 1997-2019
 Ivan Pongracic, *Associate Professor of Economics*, School of Social Behavioral Sciences and Business, 1988-2013
 Terry Porter, M.A., *Associate Professor of Mathematics*, 1966-2011
 Linda Rieg, Ph.D., *Professor of Masters Nursing*, School of Nursing, 2008-2022
 Euni Rickey, D.A., *Professor of Music*, 1998-2016
 Harriet Rojas, Ph.D., *Professor of Business Administration*, 1987-2018
 Nancy Saunders, Ed.D., *Professor of Education*, School of Educational Leadership, 1998-2014
 Doris Scott, Ed.D., *Professor of Nursing*, 1979-2005
 Mary Seaborn, Ed.D., *Professor of Education*, 1984-2023

Eugeina Shawler, Ph.D., Associate Professor of Post-licensure Nursing, School of Nursing, 2011-2022
 Jerry Showalter, M.A., *Associate Professor of Accounting and Business*, 1966-1977; 1979-2009
 David F. Smith, Ph.D., *Associate Professor of Religion*, 2000-2010; 2015-2022
 Henry Smith, Ph.D., Professor of Religion, Division of Liberal Arts, 2014-2022
 Owen Snyder, M.S.Ed., *Associate Professor of Spanish Education*, 1965-2000
 Roxie Splorleder, Ed.D., *Associate Professor, School of Educational Leadership*, 2005-2016
 Steve Stahlman, Ph.D., *Professor of Social Work*, 1979-2018
 Keith Starcher, Ph.D., *Professor of Business, DeVoe School of Business*, 2008-2021
 Wayne Tingley, Ph.D., *Associate Professor of Education*, 1988-2008
 Willem Van DeMewre, Ph.D., *Professor of Physics*, 1995-2011
 David Vardaman, Ed.D., *Associate Professor of Religion*, 2007-2021
 Dallas Walters, MFA, *Professor of Art, School of Arts and Humanities*, 1999-2017
 Gary Wilkinson, Ph.D., *Professor of Business, School of Business and Leadership*, 1993-2013
 Norman Wilson, Ph.D., *Professor of Global Ministries*, 2005-2022
 Sherri Wynn, M.Div., *Professor, School of Educational Leadership*, 1998-2017

Administrative Personnel

Mark Alexander, Ph.D., *Senior Director Talent & Strategic Programs*
 Amie Anderson, Ph.D., *Dean, School of Integrated Learning & Development*
 Chris Bounds, Ph.D., *Dean, School of Theology & Ministry, Residential*
 Sheila Carlblom, M.A.R., M.L.S., *Dean of Library Services*
 Susan Carr, M.S., *Associate Vice President, Enrollment Technology & Support*
 Carson Castleman, Ph.D., *Vice President of Student Experience*
 Pamela Connolly, M.Div., *Part-Time Online Contract Chaplain*
 Dedra Daehn, M.S., *Director of Accreditation, Assessment & Curriculum*
 Rob Dawson, DNP, RN, FNP-C, *Dean, School of Nursing and Health Sciences*
 Erin Dean, M.S., *Graduate Assistant*
 Mark DeMichael, M.Ed., *Vice President of Student Development & Athletics*
 Karen Dowling, Ph.D., *Vice President for Diversity & Intercultural Integration*
 Renae Doyle, M.B.A., *Executive Director of Student Accounts*
 Ruth Eby, DNP., RN, *Dean, Division of Doctoral Nursing*
 Nate Foster, Ph.D., *Executive Dean, School of Integrated Health*
 Brad Garner, Ph.D., *Part-Time Digital Learning Scholar in Residence*
 Darla Gowan, DNP, *Asst. Dean of Nurse Practitioner Programs*
 Russ Gunsalus, M.Div., *Ron Blue Institute Employee*
 Nathan Herring, Ed.D., *Dean, Center for Student Success*
 Rebecca Hoffpauir, D.Phil., *Dean, National & Global Nursing*
 John Jones, M.B.A., *Vice President for University Advancement*
 Abson Joseph, Ph.D., *Vice President of Academic Affairs, Wesley Seminary*
 Cindy Ketcham, M.B.A., *Associate Vice President of Finance & Operations, Business Affairs*
 Tiffany Lewis, M.B.A., *Controller, Accounts Payable Business Affairs*
 Larry Lindsay, Ed.D., *Ron Blue Institute Employee - Non IWU Employee*

James Michael Manning, Ed.D., *Vice President of Academic Affairs of CAPS*
 Anita Manwell, Ed.D., *Dean, School of Professional Studies & Teacher Education*
 Shawn Matter, J.D., *University Counsel, Business Affairs*
 Aaron Metzcar, Ed.D., *University Registrar*
 Andrew Miller, Ph.D., *Vice President for Strategic Enrollment & Partnerships*
 Michael Moffitt, Ed.D., *Executive Director for Corporate & Community Relations*
 Tamara Murphy, M.B.A., *Executive Director of Financial Aid, Financial Aid*
 Stephen Ott, A.B., *Graduate Assistant, Track & Field Men & Women*

Jerry Pattengale, Ph.D., *University Professor, University Academic Affairs*
 Mark Pederson, M.S., *Executive Director, Human Resources*
 Rita Pinkerton, M.S.; CPA, *Executive Director of Budgeting, National & Global*
 Mario Rangel, M.A., *Executive Director for the Intercultural & Global Office*
 Todd Ream, Ph.D., *Executive Director of Faculty Research & Scholarship*
 Mark Rennaker, Ph.D., *Chair, Division of Leadership & Followership Studies*
 Don Rowley, M.S., *Assistant Vice President, Facilities Services*
 Jonathan Sampson, Ph.D., *Vice President Learner Success & Regional Workforce Engagement*
 Nancy Schoonmaker, CPA; D.B.A., *Executive Vice President & Chief Financial Officer, Business Affairs*
 Amanda Serafin, B.S., *Executive Director of Enrollment*
 Amber Simos, M.B.A., *Executive Director of Academic Innovations*
 Daniel Solms, M.S., *Vice President of Enrollment Services*

Vaso Suhodolsky, B.S., *Executive Director of Regional Management*
 Andrea Summers, D.Min., *Campus Pastor / Dean of Spiritual Formation*
 Jeremy Summers, D.Min., *Part time Partnership Developer*
 Ronda Thompson, M.S., *Executive Director, Learner Success*
 Scott Turcott, Ed.D., *University Advancement Consultant*
 James Vermilya, Ph.D., *Assistant Vice President for Academic Affairs*
 Kevin Wachtel, MBA, *Executive Director of Partnership Development & Operations*
 Shelley Webb, Ph.D., *Chair, Division of Business*
 Elvin Weinmann, M.B.A., *Senior Director of Development, University Advancement*
 Aaron Wilkinson, Ph.D., *Vice President of Operations & Enrollment*
 Aly Williams, Ph.D., *Vice President of Academic Affairs and Chief Academic Officer*
 James Wise, M.L.S. M.Div., *Dean, University Library*
 Joy Wisehart, M.Div., *Part-Time Online Contract Chaplain*

David Wright, Ph.D., *President Emeritus, Presidents Office*
 Leslie Zolman, M.A., *Executive Director of Student & Faculty Support Services*

Faculty

*Format Key

Name, Appointment Date, *Title(s)*, *Principal Unit*

Principal Academic Unit

Degrees, Attainment Year, College

Jonathan Kulaga, 2022, *President of the University*

B.A., 1984 Spring Arbor University ; M.A., 1991 Michigan State University

Ph.D., 2005 Kansas State University

Charles Alcock, 2003, *Assistant Professor of Religion & Lead Chaplain, Residential, School of Theology and Ministry*

College of Arts and Sciences

B.S., 1989, Indiana Wesleyan University; M.A., 2003, Azusa Pacific University

Paul Allison, 1993, *Professor of English; Chairperson, School of Arts and Humanities*

College of Arts and Sciences

A.B., 1986, Marion College (Currently Indiana Wesleyan University); M.F.A., 1990, University of Pittsburgh

Ph.D., 1995, State University of New York at Binghamton

Randi Antworth, 2017, *Assistant Professor of Nursing, School of Integrated Health*

College of Adult and Professional Studies

B.S., 2004, Indiana Wesleyan University; M.S.N., 2009, University of North Carolina

D.N.P., 2017, Indiana State University

Robert Atchison, 2014, *Associate Professor of Graduate Counseling, School of Integrated Health*

College of Adult and Professional Studies

B.S., 2007, Indiana Wesleyan University; M.A., 2009, Indiana Wesleyan University

Ph.D., 2015, Walden University

Rebecca Barnard, 2014, *Assistant Professor of Music Therapy, School of Arts and Humanities*

College of Arts and Sciences

B.M., 1979, Southwestern Oklahoma State University; M.M., 2011, Western Michigan University

Joanne Barnes, 2008, *Professor, Department of Leadership Studies, Devoe School of Business, Technology, & Leadership*

College of Adult and Professional Studies

B.S.B.A., 1991, Indiana Wesleyan University; M.S.M., 1994, Indiana Wesleyan University

Ed.D., 2007, Indiana Wesleyan University

Margaret Barnes, 2009, *Professor of Nursing, School of Integrated Health*

College of Adult and Professional Studies

B.S.N., 1990, D'Youville College; M.S.N., 1993, D'Youville College

D.N.P., 2015, Indiana Wesleyan University

Allisha Beerwart, 2020, *Department Chair & Assistant Professor, School of Educational Leadership*

College of Adult and Professional Studies

B.S., 2008, Old Dominion University; M.S., 2009, Old Dominion University;

Ed.S, 2011, Old Dominion University; EdD, 2018, Regen University

Jennifer Bennett, 2020, *Assistant Professor of Entrepreneurship, School of Professional Studies*

College of Arts and Sciences

B.A., 1998, University of North Florida; M.A., 2001, Southwestern Baptist Theological Seminary

Ed.D., 2013, Nova Southeastern University

Brian Bernius, 2005, *Professor of Religion, Chairperson, School of Theology and Ministry*

College of Arts and Sciences

B.A., 1997, Asbury College; M.A., 1999, Asbury Theological Seminary

M.Phil., 2004, Hebrew Union College-Jewish Institute of Religion
Ph.D., 2013, Hebrew Union College-Jewish Institute of Religion

Elaine Bernius, 2005, *Professor of Worship & Pastoral Ministry, School of Theology and Ministry*
College of Arts and Sciences
B.A., 1998, Asbury College
M.Phil., 2004, Hebrew Union College-Jewish Institute of Religion
Ph.D., 2013, Hebrew Union College-Jewish Institute of Religion

Tim Beuthin, 2006, *Professor, Department of Leadership Studies, Devoe School of Business, Technology, & Leadership*
College of Adult and Professional Studies
B.A., 1974, Spring Arbor College; M.Div., 1980, Asbury Theological Seminary
Ph.D., 1989, Michigan State University

John Birch, 2014, *Assistant Professor of Science, School of Integrated Learning and Development*
College of Adult and Professional Studies
B.A., 1978, Miami University; M.S. 1981, Miami University; M.A., 2001, Xavier University
Ph.D., 2020, University of Dayton

Daphne Blick Washington, 2014, *Associate Professor of Graduate Counseling, School of Integrated Health*
College of Adult and Professional Studies
Ph.D., 2008, University of Minnesota

Todd Bowman, 2014, *Associate Professor of Graduate Counseling, School of Integrated Health*
College of Adult and Professional Studies
B.A., 2003, Mount Vernon Nazarene University; Ph.D., 2008, Oklahoma State University

Renee Boyer, 2015, *Department Chair & Assistant Professor, Devoe School of Business, Technology, & Leadership*
College of Adult and Professional Studies
M.A., 1994, Manchester University

Heather Brady, 2011, *Professor of Nursing, Chairperson, Division of Pre-Licensure Nursing, School of Nursing and Health Sciences*
College of Arts and Sciences
B.S., 2000, Indiana Wesleyan University; M.S., 2005, Indiana Wesleyan University;
D.N.P., 2014, Valparaiso University

Bruce Brinkley, 1993, *Assistant Professor, Senior Reference Librarian*
A.B., 1982, Earlham College; M.L.S., 1983, Indiana University

Bart Bruehler, 2009, *Professor of New Testament*
Wesley Seminary
B.A., 1995, Asbury College; M.Div., 1998, Asbury Theological Seminary
Ph.D., 2007, Emory University

Toby Buchanan, 2020, *Professor, Department of Behavioral Sciences, School of Integrated Health*
College of Adult and Professional Studies
B.A., 1994, Wayland Baptist University; M.S.W., 1998, University of Texas at Arlington
M.A., 2000, Southwestern Baptist Theological Seminary; Ph.D., 2008, University of Texas at Arlington

Scott Burson, 2008, *Professor of Philosophical Theology, School of Theology and Ministry*
College of Arts and Sciences
B.S., 1985, University of Rio Grande; M.A., 2000, Asbury Theological Seminary
Ph.D., 2015, Brunel University

Kevin Cabe, 2013, *Associate Professor, Devoe School of Business, Technology, & Leadership*
College of Adult and Professional Studies
B.S., 1994, Indiana Wesleyan University; M.S. 2004, Indiana Wesleyan University
D.B.A., 2016, Northcentral University

Sheila Carlblom, 1998, *Assistant Professor, Librarian*
B.S., 1973, Nyack College; M.A.R., 1975, Asbury Theological Seminary
M.L.S., 1982, University of Iowa

- Marian Carpenter, 2019, *Assistant Professor, Devoe School of Business, Technology, & Leadership*
College of Adult and Professional Studies
 B.A., 2002, Malone University; M.A., 2005, University of Phoenix Online; D.Mgt., 2014, University of Phoenix Online
- William Carpenter, 2006, *Professor of Art, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 2002, Wheaton College; M.F.A., 2006, University of Miami
- Julie Carson, 2018, *Assistant Professor, Occupational Therapy Assistant, School of Integrated Health*
College of Adult and Professional Studies
 B.S., 1979, The University of Illinois; M.A., 1983, The University of Illinois
- Michele Chaleunphonh 2022, *Assistant Professor, Occupational Therapy Doctorate, School of Nursing and Health Sciences*
College of Arts and Sciences
 B.A., 1995, North Park University; M.S.O.T., 1996, Washington University School of Medicine
 O.T.D., 2018, Indiana University (IUPUI)
- Michael Chase, 2014, *Associate Professor, Devoe School of Business, Technology, & Leadership*
College of Adult and Professional Studies
 B.A., 1978, Spring Arbor University; M.S., 1996, Central Michigan University
 Ph.D., 2006, Argosy University of Sarasota
- David Che, 2021, *Professor of Engineering; Director of the Engineering Program, School of Physical and Applied Sciences*
College of Arts and Sciences
 B.S.E., 1988, Harbin Institute of Technology, China; M.S., 1991, Ohio State University
 Ph.D., 1995, University of Michigan
- Pamela Childers, 2013, *Assistant Professor, Systems and Web Librarian*
 B.A., 1990, Indiana University, Kokomo; M.L.S., 1996, Indiana University, Bloomington
- Joe Childs, 2020, *Department Chair, Doctor of Business Administration, Director of Aviation Program, Devoe School of Business, Technology, & Leadership*
College of Adult and Professional Studies
 B.A., 1981, University of Southern Mississippi; M.S., 1984, University of Southern Mississippi
 M.A., 1997, Western Seminary; D.B.A., 2008, Golden Gate University
- Davy Chinn, 2018, *Assistant Professor of Music, Division of Music + Theatre, School of Arts and Humanities*
College of Arts and Sciences
 B.A., 2011, Indiana Wesleyan University; M.M., 2014, University of Southern California
- Shay Clamme, 2023, *Visiting Assistant Professor, School of Arts and Humanities*
College of Arts and Sciences
 B.S., 2001, Ball State University; M.P.A., 2004, Ball State University
- Dorothy Clark-Ott, 2008, *Professor of Nursing, Director, Faculty Development, School of Integrated Health*
College of Adult and Professional Studies
 B.S., 1976, State University of New York at Binghamton; M.P.A., 2007, University of Dayton
 Ph.D., 2015, Indiana University
- Jonathan Conrad, 2001, *Professor of Political Science, School of Professional Studies*
College of Arts and Sciences
 B.S., 1991, Indiana Wesleyan University; M.A., 1997, Northern Illinois University
 Ph.D., 2004, Northern Illinois University
- Stephen Conrad, 2001, *Professor of Biology; School of Physical and Applied Sciences*
College of Arts and Sciences
 B.A., 1985, Taylor University; M.S., 1993, Indiana State University
 Ph.D., 1999, Indiana State University

- Melissa Cook, 2007, *Professor of Exercise Science, School of Nursing and Health Sciences*
College of Arts and Sciences
 B.A., 1997, University of the Pacific; M.S., 2002, California State University of Fullerton
 Ed.D., 2005, Ball State University
- Michael Crawford, 2020, *Assistant Professor in Finance, School of Professional Studies*
College of Arts and Sciences
 B.S., 1998, Cedarville University; M.Ed., 2008, Mount Vernon Nazarene University
 M.B.A., 2005, The Ohio State University; D.B.A., 2015, Anderson University
- Rebekah Crofford, 2021, *Professor of Social Work, School of Physical and Applied Sciences*
College of Arts and Sciences
 B.A., 1992, Eastern Nazarene College; M.S.W., 1996, State University of New York at Buffalo
 Ph.D., 2007, State University of New York at Buffalo
- Alexis Cross, 2022, *Assistant Professor of Physical Therapy, School of Nursing and Health Sciences*
College of Arts and Sciences
 B.S., 2014, University of Indianapolis
 D.P.T., 2017, University of Indianapolis
- Connie Crump 2023, *Assistant Professor of Physical Therapy, School of Nursing and Health Sciences*
College of Arts and Sciences
 B.S., 1989, Indiana University; D.P.T., 2013, A.T. Still University
- Miranda Cruz, 2014, *Associate Professor of Christian Theology, School of Theology and Ministry*
College of Arts and Sciences
 B.A., 2005, Whitworth University; M.Div., 2008, Princeton Theological Seminary
 Ph.D., 2014, Baylor University
- Marcie Cutsinger, 2017, *Assistant Professor, Department of Behavioral Sciences, School of Service & Leadership*
College of Adult and Professional Studies
 B.S., 1996, Missouri Western State University; M.S.W., 1998, University of Missouri
 Ed.D., 2018, University of Missouri
- Dedra Daehn, 2017, *Director of Curriculum and Operations, Devoe School of Business, Technology, & Leadership*
College of Adult and Professional Studies
 B.S., 1982, Kansas State University; M.S., 1985, Fort Hays State University
- Erin Davis, 2014, *Associate Professor of Graduate Counseling, School of Integrated Health*
College of Adult and Professional Studies
 B.A., 1994, Anderson University; M.T.S., 2007, Anderson University School of Theology
 M.A., 2011, Ball State University; Ph.D., 2014, Ball State University
- Lanta Davis, 2016, *Associate Professor of Humanities & Literature, John Wesley Honors College*
College of Arts and Sciences
 B.A., 2004, South Dakota State University
 M.A., 2006, Sioux Falls Seminary; Ph.D., 2013, Baylor University
- Robert Dawson, 2004, *Professor of Nursing; Dean, School of Nursing and Health Sciences*
College of Arts and Sciences
 B.S., 1995, Indiana Wesleyan University; M.S., 2004, Indiana Wesleyan University
 D.N.P., 2012, Ball State University
- Anne Decker, 2003, *Professor, School of Integrated Learning and Development*
College of Adult and Professional Studies
 B.A., 1981, God's Bible College; Masters, 1999, Mid-American Nazarene University
 Ed.D., 2003, Regent University
- Matthew Decker, 2020, *Chair, Department of Behavioral Sciences, School of Service & Leadership*
College of Adult and Professional Studies

B.A., 2004, Indiana Wesleyan University; M.A., 2006, Ball State University
Ph.D., ABD, 2020, Capella University

Kimberly DeMichael, 1999, *Assistant Professor of Education; School of Teacher Education*
College of Arts and Sciences

B.S., 1985, Eastern Nazarene College; M.Ed., 1986, Eastern Nazarene College

Erin Devers, 2011, *Professor of Social Psychology, School of Physical and Applied Sciences*
College of Arts and Sciences

B.A., 2002, Huntington University; Ph.D., 2007, Indiana University Bloomington

Amanda Doneski 2020, *Program Director, School of Integrated Health*
School of Health Sciences

M.O., 1994, St. John's School of Radiologic Technology; B.A., 2008, Ottawa University; M.A., 2010, Ottawa University
Ed.D., 2017, Lindenwood University

Marcus Doyle, 2021, *Assistant Professor in Photography, School of Arts and Humanities*
College of Arts and Sciences

B.A., 1995, Lancaster University, UK; M.A., 2012, London College of Communications, UK

Susan Draine, 2012, *Professor of Nursing, School of Integrated Health*
College of Adult and Professional Studies

B.S.N., 1976, Olivet Nazarene University; M.S.N., 1983, University of Alabama-Birmingham
M.B.A., 1990, Olivet Nazarene University; Ed.D., 2009, Nova Southeastern University

Amanda Drury, 2012, *Professor of Youth Ministries and Practical Theology, School of Theology and Ministry*
College of Arts and Sciences

B.S., 2002, Indiana Wesleyan University; M.Div., 2005, Princeton Theological Seminary
Ph.D., 2007, Princeton Theological Seminary

John Drury, 2023, *Professor of New Testament, School of Theology and Ministry*
College of Arts and Sciences

B.A., 2001, Indiana Wesleyan University; M.Div., 2004, Princeton Theological Seminary
Ph.D., 2011, Princeton Theological Seminary

Briana Dykstra, 2022, *Assistant Professor, Coordinator Occupational Therapy, School of Nursing and Health Sciences*
College of Arts and Sciences

B.S., 1991, Auburn University;

Patrick Eby, 2015, *Associate Professor of Historical Theology and Wesley Studies, DMin Program Director, Wesley Seminary*
Wesley Seminary

B.A., 1986, Marion College (Currently Indiana Wesleyan University)
M.Div., 1993, Asbury Theological Seminary; M.Phil., 2006, Drew University
Ph.D., 2010, Drew University

Ruth Eby, 2010, *Associate Professor of Nursing; Dean, Division of Doctoral Nursing, School of Nursing and Health Sciences*
College of Adult and Professional Studies

B.S., 1986, Marion College (Currently Indiana Wesleyan University); M.S.N., 2010, Drexel University
D.N.P., 2015, Purdue University

Haydée Encarnación García, 2015, *Program Director, Master of Public Health, School of Integrated Health*
College of Adult and Professional Studies

B.S., 1984, Health Education, University of Puerto Rico; MPH, 1986, Public Health, University of Puerto Rico
M.S., 1999, Health Promotion, Indiana University; Ph.D., 2004, Health Behavior, Indiana University

Timothy Esh, 2007, *Associate Professor of English, School of Arts and Humanities*
College of Arts and Sciences

B.A., 2001, Houghton College; M.A., 2007, Drew University; Ph.D., 2018, Drew University

Cindy Faulkner, 2017, *Professor, Department of Behavioral Sciences, School of Integrated Health*
College of Adult and Professional Studies

B.S.S.W., 1984, Kansas State University; M.S.W., 1989, University of Kansas
Ph.D., 2001, University of Texas at Arlington

- Cynthia Faulkner, 2015, *Associate Professor of Healthcare, Devoe School of Business, Technology, & Leadership*
College of Adult and Professional Studies
 B.A., 1983, University of Kentucky; M.S., 2003, University of Kentucky
 D.H. Sc., 2016, A.T. Still University
- Joel Ferguson, 2017, *Assistant Professor of Nursing, School of Nursing and Health Sciences*
College of Arts and Sciences
 B.S.N., 2009, Indiana Wesleyan University; M.S.N., 2015, Indiana Wesleyan University
- Michael Flanagan, 2001, *Assistant Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
 B.M.E., 1994, Indiana University; M.A., 2002, Ball State University
- Abby Flenar, 2020, *Assistant Professor of Nursing, School of Nursing and Health Sciences*
College of Arts and Sciences
 B.S.N., 2006, Indiana University Kokomo; M.S.N., 2019, Indiana Wesleyan University
- R. Nathaniel Foster, 2006, *Executive Dean, School of Integrated Health*
College of Adult and Professional Studies
 B.S., 2000, Indiana Wesleyan University; M.S.P.E., 2001, Ohio University; M.A., 2022, Indiana Wesleyan University
 Ph.D., 2012, Capella University
- Russell Fox, 2015, *Assistant Professor of English, School of Integrated Learning and Development*
College of Adult and Professional Studies
 B.A., 1993, Northern Kentucky University; M.Ed., 2009, Indiana Wesleyan University
 Ed.D., (ABD), Liberty University
- Robert Friberg 2022, *Professor, Doctor of Physical Therapy, School of Nursing and Health Sciences*
College of Arts and Sciences
 B.S., 1974, University of Oklahoma; M.A., 1977, Instructional Design and Technology; M.Ed., 2005, Hardin-Simmons University
 Ph.D., 1980, Instructional Design and Technology
- Rosemary Fromer, 2014, *Professor of Nursing, School of Integrated Health*
College of Adult and Professional Studies
 B.S.N., 1986, Fairleigh Dickinson University; M.S.N., 1992, Seton Hall University
 Ph.D., 2013, Capella University
- Brian Fry, 2004, *Professor of Sociology, School of Physical and Applied Sciences*
College of Arts and Sciences
 A.B., 1992, Spring Arbor University; M.A., 1994, Michigan State University
 Ph.D., 1998, Michigan State University
- Jill Garner, 2005, *Assistant Professor of Nursing, School of Nursing and Health Sciences*
College of Arts and Sciences
 B.S., 1981, Marion College (Currently Indiana Wesleyan University); M.S., 2009, Ball State University
- Paul Garverick, 2007, *Assistant Dean, Wesley Seminary*
Wesley Seminary
 B.A., 1986, Asbury College; M.Div., 1990, Asbury Theological Seminary
 Ed.D., 2013, Indiana Wesleyan University
- Kathryn Gilreath, 2020, *Assistant Professor of Nursing, School of Nursing and Health Sciences*
College of Arts and Sciences
 B.S.N., 1999, Armstrong Atlantic State University; M.S.N., 2002, Armstrong Atlantic State University,
 D.N.P., 2021, Indiana Wesleyan University
- Lori Goss-Reaves, 2014, *Professor of Social Work, School of Physical and Applied Sciences*
College of Arts and Sciences
 B.A., 1988, Ball State University, M.A., 1990, IUPUI; Ph.D., 2013, Capella University
- Darla Gowan, 2009, *Associate Dean for Advanced Practice Registered Nurse Programs, School of Integrated Health*

B.S., 1986, Marion College (Currently Indiana Wesleyan University); M.S.N., 1991, UCLA
D.N.P., 2013, University of Southern Indiana

Anne Greeley, 2012, *Associate Professor of Art History*,; *Chairperson, Division of Art + Design, School of Arts and Humanities*

College of Arts and Sciences

B.A., 2004 Westmont College; M.St., 2005 University of Oxford

Ph.D., 2017, University of Oxford

Megan Greentree, 2020, *Assistant Professor of Nursing, School of Nursing and Health Sciences*

College of Arts and Sciences

B.S., 2011, Indiana Wesleyan University; M.S.N., 2016, Indiana Wesleyan University

Tammie Marie Grimm, 2018, *Assistant Professor of Congregational Formation & Christian Ministry, Wesley Seminary*

Wesley Seminary

B.S., 1988, Cook College, Rutgers University

M.Div., 2002, Asbury Theological Seminary

Th.M., 2006, Princeton Theological Seminary

Ph.D., 2016, Nazarene Theological College, University of Manchester

Terry Gunter, 2014, *Dean, Devoe School of Business, Technology, & Leadership*

College of Adult and Professional Studies

B.A., 1980, Olivet Nazarene University; M.Div., 1985, Nazarene Theological Seminary

Ed.D., 2007, Nova Southeastern University

Daniel Hall, 2000, *Assistant Professor of Art, School of Arts and Humanities*

College of Arts and Sciences

A.B., 1983, Drake University; M.A., 1991, University of Northern Iowa

Lori Hamilton, 2022, *Assistant Professor, Early Childhood Education, School of Integrated Learning and Development*

College of Adult and Professional Studies

B.A., 1997, Grove City College; M.A. Ed. 2007, Malone University;

Ph.D., 2011 The University of Akron

Sarah Hamsher, 2016, *Professor, School of Integrated Learning and Development*

College of Adult and Professional Studies

B.A., 1997, Grove City College; M.A. Ed. 2007, Malone University;

Ph.D., 2011 The University of Akron

Brannon Hancock, 2014, *Associate Professor of Practical Theology and Worship, Assistant Dean, Wesley Seminary*

Wesley Seminary

B.A., 2002, Trevecca Nazarene University; M.Th., 2005, University of Glasgow

Ph.D., 2010, University of Glasgow

Russell Harney, 2011, *Assistant Professor, Department of Behavioral Sciences, School of Integrated Learning and Development*

College of Adult and Professional Studies

B.S., 1991, Eastern Kentucky University; M.S., 2009, University of Louisville

Patricia (Lynn) Hartley, 2006, *School of Integrated Health*

College of Adult and Professional Studies

B.S., 1999, Indiana Wesleyan University; M.S.N., 2003, Xavier University

Leah Hartzell, 2023, *Instructor of Business, School of Arts and Humanities*

College of Arts and Sciences

B.S., 2015, Indiana Wesleyan University; M.B.A., 2020, Indiana Wesleyan University

Michelle Hawk, 2018, *Assistant Professor of English, School of Arts and Humanities*

College of Arts and Sciences

B.A., 2001, Indiana Wesleyan University; M.Ed., 2006, Indiana Wesleyan University

J. Russell Hawkins, 2009, *Professor of Humanities and History, John Wesley Honors College*

College of Arts and Sciences

B.A., 1999, Wheaton College; M.A., 2002, Montana State University

Ph.D., 2009, Rice University

Martha Hawkins, 2012, *Associate Professor of Nursing, School of Integrated Health*

College of Adult and Professional Studies

B.S.N., 2002, University of Kentucky; M.S.N., 2002, University of Kentucky

D.N.P., 2010, Vanderbilt University

Tony Hembrock, 2016, *Director of Academic Operations, School of Integrated Learning and Development*

College of Adult and Professional Studies

A.A.S., 1994 Community College of the Air Force; B.A., 1998, Thomas Edison State College

M.Ed., 2002 Weber State University

Theresa Henderson, 2020, *Assistant Professor, School of Integrated Learning and Development*

College of Adult and Professional Studies

B.S., 1997, Slippery Rock University; M. Ed., 2001, Gannon University

Ph.D., 2018, Duquesne University

Patricia Hodges, 2008, *Assistant Professor of Nursing, School of Integrated Health*

College of Adult and Professional Studies

B.S., 1983, Arlington Baptist College; B.S.N., 1999, Andrews University

M.S.N., 2007, Walden University

Logan Hoffman, 2023, *Assistant Professor of Humanities and Theology, John Wesley Honors College*

College of Arts and Sciences

B.A., 2009, Indiana Wesleyan University; M.Div., 2012, Princeton Theological Seminary

Ph.D., 2023, Trinity College Dublin

Becky Hoffpauir, 2006, *Professor of Nursing, Dean Division of Post-licensure and Masters Nursing, School of Integrated Health*

College of Adult and Professional Studies

B.S.N., 1980, McNeese State University; M.S., 2006, University of Phoenix

Ph.D., 2014, Capella University

Richard Hooker, 2010, *Professor of Addictions Counseling, School of Social and Behavioral Sciences and Business*

College of Arts and Sciences

B.A., 1989, God's Bible School; M.A., 1993, Cincinnati Christian University

M.A., 1994, Cincinnati Christian University; Ed.D., 2001, University of Cincinnati

Karen Hopkins, 2017, *Assistant Professor of Nursing, School of Nursing and Health Sciences*

College of Arts and Sciences

B.S., 1996, Indiana Wesleyan University; M.S.N., 2009, Indiana Wesleyan University

Stephen Horst, 1999, *Professor of Worship and Pastoral Ministry, School of Theology and Ministry*

College of Arts and Sciences

B.A., 1977, Houghton College; M.Div., 1983, Trinity Evangelical Divinity School

M.A., 1984, Trinity Evangelical Divinity School; M.A., 1991, Syracuse University

Ph.D., 2010, University of Wales Lampeter

Sandy Horton, 2015, *Associate Professor of Nursing, School of Integrated Health*

College of Adult and Professional Studies

B.S.N., 1987, Olivet Nazarene University; M.S.N., 1999, University of Phoenix

D.N.P., 2015, Indiana Wesleyan University

Jessica Huff, 2018, *Assistant Professor of Nursing, School of Integrated Health*

College of Adult and Professional Studies

B.S.N., 2007, Ohio University

M.S.N., 2009, Case Western Reserve University

D.N.P. 2022, Ellucian University

- Tammie Huntington, 2007, *Professor of Music, School of Arts and Humanities*
College of Arts and Sciences
 B.S., 1991, Grace College; M.M., 2004, Ball State University
 D.A., 2008 Ball State University
- Mary Jacobs, 2004, *Assistant Professor of Athletic Training; Head Athletic Trainer, School of Nursing and Health Sciences*
College of Arts and Sciences
 B.S., 1995, Indiana University; M.A., 1996, Western Michigan University
- Robert Jesiolowski, 2015, *Associate Professor, Department of Behavioral Sciences, Devoe School of Business, Technology, & Leadership*
College of Adult and Professional Studies
 B.S., 1992, Illinois State University; M.S., 1999, University of Illinois
 D.S.W., 2020, Capella University
- Patricia Johnson, 2013, *Associate Professor, Department of Leadership Studies, Devoe School of Business, Technology, & Leadership*
College of Adult and Professional Studies
 J.D., 1985, Howard University; Ph.D., 2008, Regent University
- R. Boyd Johnson, 1998, *Professor, Department of Leadership Studies, Devoe School of Business, Technology, & Leadership*
College of Adult and Professional Studies
 B.A., 1974, University of California; M.A., 1976, California State University
 Ph.D., 1998, Oxford, England
- Daniel Jones, 2002, *Professor of Biology, School of Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 1984, Purdue University; D.D.S., 1987, Indiana University
 Ph.D., 1997, Wright State University
- Sarah Jones, 2007, *Professor of Special Education, School of Teacher Education*
College of Arts and Sciences
 B.S., 2002, Indiana Wesleyan University; M.Ed., 2007, Indiana Wesleyan University
- Abson Joseph, 2011, *VP of Academic Affairs, Professor of New Testament, Wesley Seminary*
Wesley Seminary
 Diploma in Theology, 2001, Caribbean Wesleyan College
 M.Div., 2005, Asbury Theological Seminary
 Ph.D., 2009, Brunel University/London School of Theology
- Haley Juber, 2021, *Assistant Professor, Doctor of Physical Therapy, School of Nursing and Health Sciences*
College of Arts and Sciences
 A.S., 2005, Indiana University Purdue University Indianapolis; B.S., 2012, University of Wisconsin-Green Bay
 D.P.T., 2016, Concordia University Wisconsin
- Judith Justice, 2005, *Professor of Graduate Counseling, School of Integrated Health*
College of Adult and Professional Studies
 B.S., 1991, Indiana University; M.A., 1994, Indiana University
 Ed.D., 2003, Nova Southeastern University
- Katrina Karnehm-Esh, 2008, *Professor of English, School of Arts and Humanities*
College of Arts and Sciences
 A.B., 2002, Indiana Wesleyan University; M.Litt., 2004, University of St. Andrews
 Ph.D., 2009, University of St. Andrews, Scotland
- Jessica Keller, 2016, *Assistant Professor of Athletic Training, Program Director of Athletic Training Education, School of Nursing and Health Sciences*
College of Arts and Sciences
 B.S., 2001, Indiana Wesleyan University; DAT, 2017, University of Idaho
- Laura Kelsey, 2009, *Assistant Professor, Reference Librarian*
 B.A., 1990, Anderson University; M.A., 2005 Indiana University

- Kwasi Kena, 2012, *Associate Professor of Ethnic and Multicultural Ministry, Wesley Seminary*
Wesley Seminary
 B.S., 1979, Bradley University; B.M., 1982, Wisconsin College Conservatory of Music (Bachelor of Music)
 M.Div., 1988, Oral Roberts University; D.Min., 1994, United Theological Seminary
- Dutch Kendall, 2013, *Associate Professor, Devoe School of Business, Technology, & Leadership*
College of Adult and Professional Studies
 B.S., 1994, Rose-Hulman Institute of Technology; M.A., 2000, Webster University
 M.B.A., 2003, Webster University; Ph.D., 2012, Capella University
- Eric Kern, 2005, *Assistant Professor of Chemistry, School of the Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 2002, Ball State University; M.S., 2005, Ball State University
- Patricia Kershaw, 2013, *Professor of Nursing, School of Integrated Health*
College of Adult and Professional Studies
 B.S.N., 1994, Olivet Nazarene University; M.S.N., 2001, Lewis University
 D.N.P., 2012, Governors State University
- Melissa Khosla, 2013, *Assistant Professor, Occupational Therapy Doctorate, School of Nursing and Health Sciences*
College of Arts and Sciences
 B.S., 2000, Indiana Wesleyan University; M.S., 2004, Erikson Institute
 OTD, 2010, University of Illinois-Chicago
- David King, 2016, *Associate Professor, Program Director of MSW Program, Department of Behavioral Sciences, School of Integrated Health*
College of Adult and Professional Studies
 B.S., 1988, Eastern Michigan University; M.A., 1992, Asbury Theological Seminary
 M.S., 1992, University of Kentucky
 D.S.W., 2020, Walden University
- Daniel Kiteck, 2008, *Associate Professor of Mathematics, School of Physical and Applied Sciences*
College of Arts and Sciences
 A.B., 2001, Asbury College; M.A., 2003, University of Kentucky
 Ph.D., 2008, University of Kentucky
- Matthew Kreitzer, 2003, *Professor of Biology, School of Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 1999, Olivet Nazarene University; Ph.D., 2003, University of Illinois at Chicago
- R.B. Kuhn, 2014, *Associate Professor of Liberal Arts,*
College of Adult and Professional Studies
 B.A., 1977, Allegheny Wesleyan College; M.S., 1983, Pensacola Christian College
 D.Ed.Min., 2021 Midwestern Baptist Theological Seminary
- Chris Lagoni, 2016, *Assistant Professor, School of Integrated Learning and Development*
College of Adult and Professional Studies
 B.S., 1991, University of Indianapolis; M.S., 2001, Butler University
 Ph.D., 2011, Purdue University
- Jinha Lee, 2020, *Assistant Professor of Business, School of Professional Studies*
College of Arts and Sciences
 B.S., 2003, Korea University; M.S., 2006, Kyonggi University
 Ph.D., 2010, Kyonggi University; Ph.D., 2020, University of Tennessee, Knoxville
- Angela Leffler, 2008, *Associate Professor of Education, School of Professional Studies*
College of Arts and Sciences
 B.S., 1991, Ball State University; M.A., 2010, Ball State University

- Thomas Lehman, 1997, *Professor of Economics, School of Professional Studies
College of Arts and Sciences*
B.S., 1992, Indiana Wesleyan University; M.A., 1994, Ball State University
Ph.D., 2004, University of Louisville
- Renee Lehrian, 2013, *Assistant Professor of Nursing, School of Nursing and Health Sciences
College of Arts and Sciences*
B.S., 1993, Indiana Wesleyan University; M.S.N., 2013, Indiana Wesleyan University
- Sheila Leis, 2014, *Assistant Professor of Nursing, School of Integrated Health
College of Adult and Professional Studies*
B.S.N., 1991, College of Mount St. Joseph; M.S., 2002, Wright State University
- Jolie Leonard, 2014, *Associate Professor of Biology, School of Physical and Applied Sciences
College of Arts and Sciences*
B.S., 2005, Indiana Wesleyan University; Ph.D., 2011, University of Michigan, Ann Arbor
- Stephen Leonard, 2014, *Associate Professor of Chemistry, School of Physical and Applied Sciences
College of Arts and Sciences*
B.S., 2006, Indiana Wesleyan University; Ph.D., 2014, University of Michigan, Ann Arbor
- Chris Lessly, 1993, *Professor of Music, School of Arts and Humanities
College of Arts and Sciences*
B.M.E., 1980, Central Missouri State University; M.M.Ed., 1987, University of Kansas
Ph.D., 1996, University of Kansas
- Larisa Igorevna Levicheva (Joseph), 2016, *Associate Professor of Biblical Studies, Wesley Seminary
Wesley Seminary*
B.A., 1995, Vladimir State Pedagogical University; A.A., 1999, Christian Evangelical Wesleyan College
M.Div., 2002, Asbury Theological Seminary, Th.M., 2005, Asbury Theological Seminary
Ph.D., 2014, London School of Theology, Middlesex University
- Wanda Lewis, 2006, *Assistant Professor of Nursing, School of Nursing and Health Sciences
College of Arts and Sciences*
B.S., 1987, Indiana Wesleyan University; M.S.N., 2013, Indiana Wesleyan University
- Jennifer Light, 2009, *Assistant Professor of English, Director of the Writing Center, School of Arts and Humanities
College of Arts and Sciences*
B.A., 1991, Indiana Wesleyan University; M.A., 1997, Ball State University
- Daniel Lin, 2016, *Associate Professor of Music, School of Arts & Humanities
College of Arts and Sciences*
B.M., 2007, University of Toronto; M.M., 2009, University of Toronto
D.M.A., 2015, Indiana University
- Benjamin Linger, 2010, *Associate Professor of Chemistry, School of the Physical and Applied Sciences
College of Arts and Sciences*
B.S., 1999, Mt. Vernon Nazarene University; Ph.D., 2005, Purdue University
- Mike Linville, 2013, *Associate Professor, Department of Leadership Studies, Devoe School of Business, Technology, & Leadership
College of Adult and Professional Studies*
B.A., 1983, The Ohio State University; M.A., 2006, Indiana Wesleyan University
M.A., 2009, Indiana Wesleyan University; Ed.D., 2012, Indiana Wesleyan University
- James Lo, 1996-2006; 2007, *Campus Intercessor, Professor of Intercultural Studies, School of Theology & Ministry
College of Arts and Sciences*
A.B., 1978, Oklahoma Wesleyan University; M.A., 1982, Marion College (Currently Indiana Wesleyan University)
M.A., 1992, Wheaton College; D.Th., 1998, University of South Africa
- Alesha Logan, 2019 *Assistant Professor of Nursing, School of Integrated Health
College of Adult and Professional Studies*
B.S.N., 2012, Indiana-Purdue University; M.S.N., 2015, University of Indianapolis

James Long, 2018, *Associate Professor, Department of Behavioral Sciences, School of Integrated Health College of Adult and Professional Studies*
 Th.B/B.A., 1990, Northeastern Bible College; M.S.W., 1992, New York University
 Th.D., 2004, Masters Seminary; Ph.D., Capella University

Keith Lowe, 2020, *Assistant Professor in Illustration, School of Arts and Humanities College of Arts and Sciences*
 B.S., 2004, Indiana Wesleyan University; M.F.A., 2020, University of Hartford

Nathan Lowe, 2015, *Assistant Professor, School of Integrated Learning and Development*

College of Adult and Professional Studies
 B.S., 1996, Taylor University; M.S., 2002, Indiana University-Purdue University Ft. Wayne
 Ph.D., 2013, Purdue University

Alesha Mack, 2020, *Assistant Professor of Nursing, School of Integrated Health College of Adult and Professional Studies*
 B.S.N, 2006, Indiana South Bend; M.S.N.2009, University of Southern Indiana; D.N.P., 2020, Northern Kentucky University

Robert Mallison, 2004, *Associate Professor of Mathematics, School of the Physical and Applied Sciences College of Arts and Sciences*
 B.S., 1979, Marion College (Currently Indiana Wesleyan University); M.S., 1981, Purdue University
 M.S., 1983, Purdue University; Ph.D., 2007, IUPUI

Anthony Manganello, 2017, *Assistant Professor of National Security Studies, School of Physical and Applied Sciences College of Arts and Sciences*
 B.A., 1999, Taylor University; M.A., 2013, American Military University
 Ph.D., 2022, Kings College London

Linda Manganello, 2019, *Associate Professor of Communication; Chairperson, Modern Language, Literature and Communication Division, School of Arts and Humanities College of Arts and Sciences*
 B.S., 1999, Taylor University; M.A., 2004, Central Michigan University
 Ph.D., 2013, Capella University

J. Michael Manning, 2002, *Vice President of Academic Affairs*

College of Adult and Professional Studies
 B.S., 1988, Sterling College; M.S., 1996, Arkansas State University
 M.A., 2009, Indiana Wesleyan University; Ed.D., 2010, Indiana Wesleyan University

Anita Manwell, 2008, *Professor of Education; Dean, School of Professional Studies College of Arts and Sciences*
 B.S., 1992, Indiana Wesleyan University; M.S., 2000, Indiana University-Kokomo
 Ed.D., 2012, Ball State University

John McCracken, 2000, *Professor of Education, School of Professional Studies College of Arts and Sciences*
 B.S.Ed., 1978, Miami University at Oxford, Ohio; M.Ed., 1984, Miami University at Oxford, Ohio
 Ph.D., 2001, The Ohio State University

Scott McCullough, 2014, *Associate Professor of Mathematics and Physics, School of Physical and Applied Sciences College of Arts and Sciences*
 B.A., 1981, Emporia State University; M.Sc., 1985, Purdue University
 M.Div., In progress, Reformed Presbyterian Theological Seminary; Ph.D., 1988, Purdue University

Holly Beede-McKinney, 2018, *Associate Professor of Nursing, School of Integrated Health College of Adult and Professional Studies*
 B.S., 2000, University of Wisconsin; B.S., 2002, Simmons College; M.S., 2008, Concordia University

D.N.P., 2016, Concordia University

Aaron Metzcar, 2019, *University Registrar*

B.S.E., 1999, Wright University; M.Ed., 2002, Indiana Wesleyan University
Ed.D., 2008, Indiana Wesleyan University

Courtney Middlesworth, 2020, *Assistant Professor of Nursing, School of Nursing and Health Sciences
College of Arts and Sciences*

B.S.N., Indiana Wesleyan University; M.S.N., Indiana Wesleyan University

Karen Miller, 2018, *Associate Professor of Music Therapy, School of Arts and Humanities
College of Arts and Sciences*

B.M.E., 1989, Oklahoma Baptists University; M.M., 1991, Florida State University

Ryan Miller, 2022, *Instructor of Graphic Design, Art Division, School of Arts and Humanities
College of Arts and Sciences*

B.S., 2001, Indiana Wesleyan University

Jodi Mills, 2010, *Department Chair & Associate Professor, School of Integrated Learning and Development
College of Adult and Professional Studies*

B.S., 1998, Olivet Nazarene; M.A., 2001, University of Findlay

Ph.D., 2016, University of Kentucky

Matthew Mize, 2009, *Professor of Business, School of Professional Studies
College of Arts and Sciences*

B.S., 1993, Manchester College; M.A., 1994, Manchester College

C.P.A., 1997; J.D., 2000, Indiana University

Brent Moore, 2017, *Associate Professor of Graduate Counseling, School of Integrated Health*

College of Adult and Professional Studies

B.A., 2000, MidAmerica Nazarene University; M.A., 2003, Wheaton College

Ph.D., 2010, Walden University

Lisa Moore, 2005, *Professor of Music, School of Arts and Humanities
College of Arts and Sciences*

A.B., 1987, Anderson University; M.M., 1992, University of Kentucky

D.A., 2008, Ball State University

Jonathan Morgan, 2016, *Associate Professor of Theology, School of Theology & Ministry
College of Arts and Sciences*

B.S., 2000, Oklahoma Wesleyan University

M.A., 2003, Wesley Biblical Seminary; Ph.D., 2013, Marquette University

Douglas Morris, 2013, *Associate Professor, Occupational Therapy Doctorate, School of Nursing and Health Sciences
College of Arts and Sciences*

B.S., 1993, Duquesne University; MOT, 1994, Duquesne University

Ph.D., 2007, Touro University International

Denise Nicholas Williams, 2017, *Associate Professor of Graduate Counseling, School of Integrated Health
College of Adult and Professional Studies*

B.A., 2005, University of South Florida; M.A., 2011, University of South Florida

Ph.D., 2017, Texas Tech University

Lisa Nieman, 2007, *Professor of Business, Chairperson, DeVoe Division of Business, School of Professional Studies
College of Arts and Sciences*

B.S., 2000, Central Michigan University; M.B.A., 2002, Anderson University

D.B.A., 2010, Anderson University

Candice Norris-Brown, 2015, *Associate Professor of Graduate Counseling, School of Integrated Health
College of Adult and Professional Studies*

B.S., 1989, Virginia State University; M.S., 1992, Virginia State University

- Ed.S., 2003, The University of Georgia; Ph.D., 2011, The University of Georgia
- Jennifer Noseworthy, 2018, *Associate Professor of Biology, School of Physical and Applied Sciences*
College of Arts and Sciences
 B.S., 2002, Gordon College; M.S., 2005, University of Florida at Gainesville
 Ph.D., 2012, University of New Hampshire at Durham
- Sally Nurse, 2018, *Assistant Professor/Fieldwork Coordinator, Occupational Therapy Assistant, School of Integrated Health*
College of Adult and Professional Studies
 B.S., 1986, Eastern Kentucky University; M.S., 2014, Argosy University
- Rhonda Oldham, 2010, *Professor of Nursing, School of Integrated Health*
College of Adult and Professional Studies
 B.S.N., 1990, Murray State University; M.S., 2009, Walden University
 D.N.P., 2013, Union University
- Karla Ontiveros, 2009, *Associate Professor of Education, School of Professional Studies*
College of Arts and Sciences
 B.S., 1995, Indiana Wesleyan University; M.Ed., 2003, Indiana Wesleyan University
 Ed.D., 2017, Liberty University
- Donald Osborn, 2006, *Assistant Professor of Graduate Counseling, School of Integrated Health*
College of Adult and Professional Studies
 B.A., 1979, Lincoln Christian College; M.S., 1984, Indiana State University
 M.A., 1987, Saint Mary-of-the-Woods College; Ph.D., 2013, Indiana State University
- John Ozmun, 2009, *Professor of Physical Education, School of Nursing and Health Sciences*
College of Arts and Sciences
 B.S., 1982, Taylor University; M.S., 1985, Indiana University
 P.E.D., 1991, Indiana University
- Jessie Pablo, 2016, *Instructor, Field Director, Department of Behavioral Sciences, School of Integrated Health*
College of Adult and Professional Studies
 B.S.W., 2011, Indiana Wesleyan University; M.S.W., 2012, Roberts Wesleyan College
- Phoenix Park-Kim, 2005, *Professor of Music; Coordinator, Accompanying Program, School of Arts and Humanities*
College of Arts and Sciences
 B.M., 1999, Yonsei University; B.A., 1999, Yonsei University
 M.M., 2001, Miami University; D.M.A., 2005, University of Missouri-Kansas City
- Jerry Pattengale, 1997, *University Professor, Executive Director Green Scholars Initiative*
 B.S., 1979, Marion College (Currently Indiana Wesleyan University); M.A., 1981, Wheaton Graduate School
 M.A., 1987, Miami University; Ph.D., 1993, Miami University
- Troy Pavy, 2023, *Assistant Professor of Marketing, School of Professional Studies*
College of Arts and Sciences
 B.A., 1989, Purdue University; M.B.A., 1996, Indiana University Northwest
- Charlotte Peel, 2015, *Assistant Professor of Nursing, School of Nursing and Health Sciences*
College of Arts and Sciences
 B.S., 1993, Indiana Wesleyan University; M.S.N., 2013, Indiana Wesleyan University
- Aaron Perry, 2016, *Associate Professor of Pastoral Theology and Leadership, Wesley Seminary*
Wesley Seminary
 B.A., 2003, Kingswood University (Bethany Bible College)
 M.A., 2005, Asbury Theological Seminary
 Ph.D., 2015, Regent University
- Mark Perry, 2008, *Professor of Communication; Radio Advisor, School of Arts and Humanities*
College of Arts and Sciences
 A.B., 1986, Loyola University of Chicago; M.A., 1989, Northwestern University
 Ph.D., 2008, University of Pittsburgh
- Debbie Philpott, 2010, *Associate Professor, Devoe School of Business, Technology, & Leadership*

College of Adult and Professional Studies

B.S., 1994, Indiana Wesleyan University; M.S., 2005, Indiana Wesleyan University; M.A. 2009 Indiana Wesleyan University
Ed.D., 2012, Indiana Wesleyan University

Stephen Pierce, 2015, *Associate Professor of History, School of Professional Studies*
College of Arts and Sciences

B.A., 1997, Cedarville University; M.A., 2008, Northeastern University
Ph.D., 2018, University of Wisconsin-Madison

Jaime Pitt, 2005, *Assistant Professor, Technical and Media Services*

B.S., 2001, Indiana Wesleyan University; M.L.I.S., 2004, Simmons College

Priya Pockyarath, 2022, *Associate Professor, Doctor of Physical Therapy, School of Nursing and Health Sciences*
College of Arts and Sciences

B.A., 2008, Purdue University; D.P.T., 2011 Oakland University

Frank Poncé, 2011, *Professor, CAPS Leadership UG, Devoe School of Business, Technology, & Leadership*
College of Adult and Professional Studies

B.S., 1977, Anderson University; M.S.M., 1982, Wittenberg University
Ph.D., 1994, Ohio State

Keith Puffer, 1993, *Professor of Psychology, School of Physical and Applied Sciences*
College of Arts and Sciences

B.S., 1979, Michigan State University; M.A., 1990, International Christian Graduate University
M.A., 1991, Trinity Evangelical Divinity School; Ph.D., 1998, Purdue University

Rebekah Rakoczy, 2022, *Assistant Professor of Nursing, School of Nursing and Health Sciences*
College of Arts and Sciences

B.S.N., 2010, Indiana Wesleyan University; M.S., 2022, Ball State University

Nathan Reep, 2017, *Assistant Professor of Athletic Training, School of Nursing and Health Sciences*
College of Arts and Sciences

B.A., 2010, Geneva College; M.S., 2015, Texas Tech University Health Science Center
D.A.T., 2023, University of Idaho

Tara Renbarger, 2012, *Associate Professor of Biology; Chairperson, Division of Natural Sciences; School of Physical and Applied Sciences*

College of Arts and Sciences
B.S., 2006, Indiana University; Ph.D., 2012, Indiana University School of Medicine

Mark Rennaker, 2017, *Chair of the Department of Leadership Studies, Devoe School of Business, Technology, & Leadership*
College of Adult and Professional Studies

B.A., 1990, Indiana Wesleyan University; M.A., 1996, Indiana Wesleyan University
M.Div., 2003, Bethel University; Ph.D., 2008, Regent University

Scott Rhoades, 2013, *Assistant Professor of Nursing, School of Integrated Health*
College of Adult and Professional Studies

B.S.N., 1995, University of Pittsburgh; M.S., 2006, Indiana University of Pennsylvania
D.N.P., 2020, Indiana Wesleyan University

Laura Rigsby, 2013, *Associate Professor of Nursing, School of Integrated Health*
College of Adult and Professional Studies

B.S.N., 1998, IUPUI; M.S.N./M.B.A., 2007, Anderson University
D.N.P., 2020, Indiana Wesleyan University

Carly Ritter, 2021, *Assistant Professor, Doctor of Physical Therapy, School of Nursing and Health Sciences*
College of Arts and Sciences

B.S., 2014, Ball State University
D.P.T., 2017, University of Indianapolis

Hye-Sun Ro, 2020, *Assistant Professor of Marriage and Family Therapy, School of Integrated Health*
College of Adult and Professional Studies

B.A., 1999, Seoul Women's University; M.S., 2002, Texas Tech University
Ph.D., 2007, Texas Tech University

Betsye Robinette, 2000, *Professor of Psychology, School of Physical and Applied Sciences*

College of Arts and Sciences

B.S., 1982, Virginia Tech; M.A., 1984, Wheaton College

Ph.D., 1993, University of Tennessee

Warren Rogers, 2016, *Blanchard Endowed Chair, Professor of Physics, School of Physical and Applied Sciences*
College of Arts and Sciences

B.S., 1981, Harvey Mudd College; M.A., 1983, University of Rochester

Ph.D., 1986, University of Rochester

Brian Roland, 2017, *Assistant Professor, Department of Behavioral Sciences, School of Integrated Health*
College of Adult and Professional Studies

B.A., 2003, University at Albany; M.S.W., 2006 University at Albany

Ph.D., 2010, University at Albany

Phyllis Rowland, 2021, *Assistant Professor of Physical Therapy, School of Nursing and Health Sciences*
College of Arts and Sciences

B.S., 1974, Michigan State University; B.S., 1976, University of Wisconsin-Madison; M.S., 2005, University of Illinois at Chicago

Ph.D.; 2016, Rocky Mountain University of Health Professions

Melvin Royer, 2001, *Professor of Mathematics, School of Physical and Applied Sciences*
College of Arts and Sciences

B.S., 1988, Purdue University; M.S., 1989, Purdue University

Ph.D., 1997, Purdue University

Reuben Rubio, 2016, *Department Chair & Professor, School of Integrated Learning and Development*
College of Adult and Professional Studies

B.S., 1984, The University of New Mexico; M.S., 1985, The University of Michigan

Ph.D., 2013, The University of Michigan

Jason Runyan, 2007, *Professor of Psychology, School of Physical and Applied Sciences*

College of Arts and Sciences

B.A., 2001, Wheaton College; M.S., 2003, University of Texas Health Science Center at Houston

M.S., 2005, University of Oxford; Ph.D., 2009, University of Oxford

Matthew Sattley, 2010, *Professor of Biology, School of Physical and Applied Sciences*
College of Arts and Sciences

B.A., 1998, Blackburn College; Ph.D., 2006 Southern Illinois University

Russell Schwarte, 2008, *Associate Professor of Biology, School of Physical and Applied Sciences*
College of Arts and Sciences

B.S., 1992, Indiana Wesleyan University; Ph.D., 2006, Old Dominion University

Lanette Sessink, 2016, *Associate Professor of Health & Sports Management, School of Nursing and Health Sciences*
College of Arts and Sciences

B.A., 1983, Olivet Nazarene University; M.Ed., 1993, Oakland University

Ph.D., 2009, Saint Louis University

Stacy Shaw, 2019, *Visiting Assistant Professor, School of Theology and Ministry*
College of Arts and Sciences

B.S., 2012, Indiana Wesleyan University; M.Div., 2017, Indiana Wesleyan University

Eddy Shigley, 2013, *Associate Professor of Christian Leadership; Director, Kern Ministry Program, School of Theology and Ministry*

College of Arts and Sciences

B.S., 1988, Indiana Wesleyan University; M.A., 2000, University of Texas at Tyler

D.S.L., 2012, Regent University

Corey Sizelove, 2016, *Associate Professor of Nursing, School of Nursing and Health Sciences*

College of Arts and Sciences

B.S.N., 2009, Indiana Wesleyan University; M.S.N., 2013, Indiana Wesleyan University, DNP, Rush University

Amy Smelser, 2016, *Assistant Professor of Communication, School of Arts and Humanities*

College of Arts and Sciences

B.A., 1997, Indiana Wesleyan University; M.A., 2010, Liberty Baptist Theological Seminary

M.A., 2018, Regent University

Rachel Smith, 2021, *James DeVoe Endowed Professor of Business, DeVoe School of Business, Technology, & Leadership*

College of Adult and Professional Studies

B.A., 1994, Palm Beach Atlantic University; M.B.A. 1997, Regent University

Ph.D., 2005, Regent University

Katti Sneed, 2002, *Professor of Social Work; Director, Master's in Social Work Program, School of Physical and Applied Sciences*

College of Arts and Sciences

A.B., 1992, Purdue University, M.S.W., 1995, Indiana University

Ph.D., 2007, Capella University

Joseph Snider, 2013, *Assistant Professor, DeVoe School of Business, Technology, & Leadership*

College of Adult and Professional Studies

B.S., 1982, Illinois College; M.B.A., 1988, Indiana Wesleyan University

D.B.A., 2011, Northcentral University

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College of Arts and Sciences

B.S., 1992, Indiana Wesleyan University; M.S.W., 2013, Indiana University

Henrik Soderstrom, 2011, *Associate Professor of Art, School of Arts and Humanities*

College of Arts and Sciences

Design Certificate, 2004, NyckelviksSkolan, Stockholm, Sweden

B.F.A., 2008, Rhode Island School of Design; M.F.A., 2011, Rochester Institute of Technology

Keith Springer, 1990, *Professor of Educational Ministries, School of Theology and Ministry*

College of Arts and Sciences

A.A., 1966, Oklahoma Wesleyan University; A.B., 1969, Southern Nazarene University

M.Div., 1972, Nazarene Theological Seminary

D.Min., 2002, Northern Baptist Theological Seminary

Anneke Stasson, 2016, *Associate Professor of Humanities & History, John Wesley Honors College*

College of Arts and Sciences

B.A., 2003, Calvin College; M.A., 2008, Regent College

Ph.D., 2013, Boston University

Timothy Steenbergh, 2003, *Professor of Psychology; Chairperson, Division of Behavioral Sciences, School of Physical and Applied Sciences*

College of Arts and Sciences

B.S., 1993, Indiana Wesleyan University; M.A., 1995, Ball State University

Ph.D., 2001, University of Memphis

Lakeya Stewart, 2020, *Assistant Professor of Pastoral Counseling, School of Theology and Ministry*

College of Arts and Sciences

B.A., 2007, Berea College; M.Div., 2010, Lexington Theological Seminary

D.Min., 2017, Regent University

- Nenetzin Stoeckle, 2007, *Associate Professor of Graduate Counseling, School of Integrated Health College of Adult and Professional Studies*
B.S., 2001, Baylor University; M.S., 2004, Texas Tech University
Ph.D., 2007, Texas Tech University
- Amy Stofer, 2020, *Assistant Professor of Nursing, School of Integrated Health College of Adult and Professional Studies*
B.S.N., 2013, The Ohio State University College of Nursing
M.S.N., 2015 The Ohio State University College of Nursing
D.N.P., 2019, Ashland University
- Stefanie Summersett, 2023, *Assistant Professor of Nursing, School of Nursing and Health Sciences College of Arts and Sciences*
B.S., 2004, Indiana Wesleyan University; B.S.N., 2008, Indiana Wesleyan University
M.S.N., 2021, Purdue University Northwest
- Paul Sung, 2021, *Professor of Physical Therapy, School of Nursing and Health Sciences College of Arts and Sciences*
B.S., 1985, Yonsei University; M.S., 1987, Yonsei University
D.H.Sc., 1999, University of St. Augustine for Health Sciences; Ph.D., 2004, Nova Southeastern University
- Jeff Tabone, 2019, *Assistant Professor of Humanities, Assistant Director of Programs and Student Formation, John Wesley Honors College College of Arts and Sciences*
B.A., 2008, Messiah College; M.A., 2012, Spring Arbor University
Ph.D., 2018, Michigan State University
- Adam Thompson, 1999, *Professor of Athletic Training; Director, Chairperson, Division of Health and Human Performance, School of Nursing and Health Sciences College of Arts and Sciences*
B.A., 1996, Anderson University; M.S.P.E., 1997, Ohio University
Ph.D., 2005, Capella University
- Jason Thompson, 2006, *Professor of Music, School of Arts and Humanities College of Arts and Sciences*
B.S., 2003, Indiana University; M.M., 2005, Bowling Green State University
D.M.A., 2014, Indiana University
- Rob Thompson, 1993, *Associate Professor of Graduate Counseling, Coordinator of Student Development Counseling and Administration, School of Professional Studies College of Arts and Sciences*
B.S., 1982, Iowa State University; M.S., 1985, University of Tennessee (Knoxville)
Ph.D., 2002, Indiana State University
- Rachel Timmons, 2014, *Assistant Professor, Occupational Therapy Doctorate, School of Nursing and Health Sciences College of Arts and Sciences*
OTD, 2011, Belmont University
- Robert Townsend, 2006, *Professor, School of Integrated Learning and Development College of Adult and Professional Studies*
B.M., 1983, Western Michigan University; M.M.Ed., 1991, Indiana University
Ph.D., 1996, University of Illinois
- Steven Tripp, 2007, *Associate Professor of Chemistry, School of Physical and Applied Sciences College of Arts and Sciences*
B.S., 1996, Indiana Wesleyan University; Ph.D., 2003, Purdue University
- Michael Tulino, 2014, *Assistant Professor of Math, Division of Liberal Arts College of Adult & Professional Studies*
B.S., 2003, State University of New York at Geneseo; M.S., 2007, University of Buffalo
- Theresa Veach, 2015, *Assistant Professor, School of Service & Leadership College of Adult and Professional Studies*

B.A., 1993, Indiana University - Kokomo; M.A., 1995, Ball State University
Ph.D., 2000, Ball State University

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College of Arts and Sciences

B.S., 1997, Indiana Wesleyan University; M.A., 2005, Fuller Theological Seminary
Ph.D., 2011, Concordia Theological Seminary

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College of Adult and Professional Studies

B.S.W., 2000, Taylor University; M.S.W., 2001, IUPUI

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B.S., 1999, Middle Tennessee State University; M.Ed., 2009, Miami University
Ed.D., 2015, University of the Cumberlands

Rebecca Wakeman, 2017, *Assistant Professor of Mathematics; Chairperson, Division of Mathematics, Engineering, and*
Computer Sciences, School of Physical and Applied Sciences
College of Arts and Sciences

B.S., 2008, Taylor University; M.A., 2013, Ball State University
Ed.D., 2020, Liberty University

Chris Walker, 2011, *Assistant Professor of History, Division of Liberal Arts*
College of Adult and Professional Studies

B.A., 1993, Olivet Nazarene University; M.A., 1998, University of Indianapolis
Ph.D., 2013, Purdue University

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College of Adult and Professional Studies

B.S.N., 1995, Southwestern Oklahoma State University; M.S.N., 2005, University of Phoenix
M.Ed., 2007, American Intercontinental University; Ph.D., 2014, Capella University

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College of Adult and Professional Studies

B.S.N., 2003, Northern Kentucky University; M.S.N., 2006, Vanderbilt University
Ph.D., 2020, University of Louisville

Katie Wampler, 2011, *Professor of Theatre, School of Arts and Humanities*
College of Arts and Sciences

B.A., 2003, Harding University; M.A., 2007, Emerson College
Ph.D., 2011, Texas Tech University

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College of Adult and Professional Studies

B.A., 2006, Olivet Nazarene University; M.A., 2008, Indiana Wesleyan University
Ph.D., 2017, University of Louisville

Rhonda Watts, 2016, *Assistant Director of Curriculum Development, DeVoe School of Business, Technology, and Leadership*
College of Adult and Professional Studies

B.S., 2011, Indiana Wesleyan University; M.B.A., 2014, Indiana Wesleyan University

Shelley Webb, 2015, *Director of Faculty Support, DeVoe School of Business, Technology, and Leadership*
College of Adult and Professional Studies

B.S., 1991, Michigan State University; M.B.A., 1999, Davenport University
Ph.D., 2022, Azusa Pacific University

Michele Wells, 2018, *Associate Professor, Program Director of BSW Program, Department of Behavioral Sciences, School of*
Integrated Health
College of Adult and Professional Studies

B.S., 1987, Indiana State University; M.S.W., 1996, University of Illinois at Chicago
Ph.D., 2016, Regent University

Aaron Wilkinson, 2012, *Vice President of Operations and Enrollment*

Wesley Seminary

B.A., 2007, Gardner-Webb University
M.A., 2009, Asbury Theological Seminary
Ph.D., 2019, Indiana Wesleyan University

Lisa Willey, 2020, *Assistant Professor, Occupational Therapy Assistant
School of Health Sciences*

O.T.A., 1985, North Education Center; M.Div., 2008, Ashland Theological Seminary
D.Min., 2018, George Fox University

Alyne Williams, 2000, *Vice President of Academic Affairs, University Chief Academic Officer
College of Arts and Sciences*

B.S., 1994, Indiana Wesleyan University; M.S., 1995, Eastern Illinois University
Ph.D., 2012, Walden University

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College of Arts and Sciences*

B.S., 2009, Southern Illinois University Carbondale; M.S., 2011, The University of Texas at Austin
Pd.D., 2015, The University of Texas at Austin

Kent Williams, 1995, *Professor of Business, School of Professional Studies
College of Arts and Sciences*

B.S., 1984, Olivet Nazarene University; M.B.A., 2002, Ball State University; C.P.A.

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College of Arts and Sciences*

B.M., 1997, Manhattan School of Music; M.A., 2011, Columbia Teachers College
D.M.E., 2021, Indiana University

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College of Adult and Professional Studies*

B.S.N., 1984, Eastern Kentucky University; M.S.N., 1994, University of North Carolina-Chapel Hill
Ph.D., 2015, Ohio State University

Jay Wise, 2011, *Dean, University Library*

A.B., 1997, Ohio University Honors Tutorial College; M.A., 1997, Ohio University College of Arts and Sciences
M.L.I.S., 2006, Kent State University; M.Div., 2015, Wesley Seminary at Indiana Wesleyan University

Steven Wood, 2013, *Associate Professor of Communication; Technical Director, School of Arts and Humanities
College of Arts and Sciences*

B.S., 1998, Baptist Bible College, PA; M.A., 2001, Bowling Green State University, OH
Ph.D., 2012, Texas Tech University

Marc Wooldridge, 2007, *Professor of Music, School of Arts and Humanities
College of Arts and Sciences*

B.M., 1981, Indiana University; M.F.A., 1983, University at Buffalo
M.A., 1990, University at Buffalo; Ph.D., 1992, University at Buffalo

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College of Arts and Sciences*

B.A., 2006, Hubei University of Technology; M.A., 2013, Biola University

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College of Arts and Sciences*

B.A., 1993, Ohio State University; M.A., 1996, Ohio State University
Ed.D., 2005, University of Bristol, UK

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College of Arts and Sciences
B.S.E., 2013, John Brown University; M.A., 2018, Marquette University
Ph.D., 2022, Baylor University

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College of Adult and Professional Studies
B.S., 1985, Southeast University; M.S., 1988, Southeast University
M.S., 1992, Ohio University

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College of Arts and Sciences
Ph.D., 2019, Cleveland State University

Lauren Zwirn, 2013, *Associate Professor of Social Work, School of Physical and Applied Sciences*
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Index

